

**NATIONAL CASE MANAGEMENT GUIDELINES FOR PREVENTION  
OF ALL FORMS OF VIOLENCE AGAINST CHILDREN OF SRI LANKA**

**Department of Probation and Child Care Services,  
Ministry of Women and Child Affairs  
2018**

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## Message from the Secretary to the Ministry of Women and Child Affairs

The Department of Probation and Child Care Services, functioning under the Ministry of Women and Child Affairs, renders a specific service for the children and implements a large number of programmes on novel approaches to protect the rights of the children of Sri Lanka.

It is a pleasure to see the department drawing special attention to child related matters such as implementing the Children's Charter, formulating policies for the safety of the children, preparing guidelines, coordinating matters in relation to probation of orphaned, abandoned, destitute children and children in conflict with law and providing necessary intervention to strengthen relevant laws.



This National Case Management Guidelines for Prevention of All Forms of Violence Against Children of Sri Lanka, developed with the intention of providing the intervention of the officers primarily of this ministry and other government institutions for the issues of children in a more powerful and an effective manner and to act for the best interest of the child, is of utmost importance.

The technical methodology of this guideline clearly mentions that, identifying vulnerabilities existing for the children and prompt engagement of all officers working for children in their duty and preparation of care plans to provide social protection for the children are necessary tasks that has to be performed to minimize the vulnerabilities of children.

The service rendered to the children by government officers will be a highly effective and a praiseworthy one if they do adhere to this guideline. I wish all officers engaged in duties related to children may get the courage and strength to adhere to this guideline! Further, I hope this strength will undoubtedly be for the betterment of the children of this country.

Ashoka Alawatta  
Secretary  
Ministry of Women and Child Affairs

## PREFACE

Sri Lanka is a country that has ratified several international conventions in relation to securing the rights of children and ensuring their protection. Furthermore, almost three decades has passed since the ratification of the United Nations Convention on the Rights of the Child by our country. Since then, the government of Sri Lanka has implemented numerous programmes to secure the rights of our children and to create them a safe environment.

However, the challenges and issues faced by our children in today's complex social setup is immense and grave. Social and economic complexity, urbanization and misuse of modern technology are some of the major factors that has contributed to this pathetic situation. The Department of Probation and Child Care Services has taken many comprehensive measures to address these situations.

Among them preparation of a national guideline, that can be used to provide collaborative intervention of Child Rights Promotion Officers and all government social workers to minimize vulnerabilities that lead to violence against children, can be identified as an important and a specific measure as well. It is a pleasure to have this task completed within quite a limited time. Technical advice as well as practical knowhow of both government and non-governmental personnel was obtained for the preparation of this guideline. A programme was conducted to evaluate the effectiveness of the prepared guideline and it has helped immensely for the enrichment of the guideline.

By putting this National Case Management Guideline into practice, officers will be able to manage their skills, knowledge accurately and will also be able to use their capacity to the maximum. I hope this guideline will be of immense help to safeguard the rights of the children, minimize violence against them and to provide equal opportunities to all children.

I wish to extend my heartfelt gratitude to Dr. Charika Marasinghe and Save the Children for providing the technical knowhow to make this guideline a fruitful one. I also extend my gratitude to Probation Officers, Child Rights Promotion Officers, officers of the National Child Protection Authority and Early Childhood Development Officers for the contribution they have provided during the workshops held in relation to the preparation of this guideline.

I do hope that all officers will act in accordance with this Case Management Guideline and thereby it will help to make the lives of our children safer, better and happier.

P. Chandima Sigera  
Commissioner  
Probation and Child Care Services



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May these National Case Management Guidelines uphold the dignity, freedom and right of children of Sri Lanka; prevent all forms of violence, abuse, exploitation and neglect against them and bestow on them a blessed childhood.

## National Case Management Guidelines for Prevention of All Forms of Violence against Children

### Preamble

*Whereas the Government of Sri Lanka, by ratifying the United Nations Convention on the Rights of the Child in 1991, the First Protocol to the UNCRC on Children involved in Armed Conflicts in 2000 and the Second Optional Protocol to the UNCRC on the Sale of Children, Child Prostitution and Child Pornography in 2006, has undertaken an obligation at the international level to give effect to the UNCRC and the two Optional Protocols at the domestic level in Sri Lanka and promote and protect the rights of Sri Lankan children,*

*Whereas the Parliament of Sri Lanka has adopted the National Children's Charter and also legislative, administrative and other measures to implement the rights guaranteed in the UNCRC and the Optional Protocols and provide greater protection to Sri Lankan children,*

*Recalling that the National Department of Probation and Child Care Services was established in 1956, the National Child Protection Authority in 1992, the Provincial Departments of Probation and Childcare Services in 1992 and the establishment of the Ministry of Child Development and Women's Affairs in 2006,*

*Recognizing that the National Department of Probation and Child Care Services, Provincial Departments of Probation and Child Care Services and the National Child Protection Authority are inter alia vested with responsibility for implementing measures to prevent all forms of abuse and exploitation of children,*

*Bearing in mind that State institutions delivering services in the child protection field needs to be guided, strengthened and capacitated,*

*Affirming that the National Case Management Guidelines for Prevention of Violence against Children, which are aimed at achieving seven main goals - children nurtured, protected and empowered, strong connected families, value-based schools, transformative caregiving, caring and responsive communities and enabled services would undoubtedly provide direction and guidance to everyone in governmental and non governmental institutions working with and for children to commit themselves to the cause of preventing child abuse and exploitation and ensuring a safe childhood devoid of violence.*

## Aspiring to Create an Ideal Child Protection Setting

Children Nurtured, Protected and Empowered

1

Strong, Connected and Resilient Families

2

Value-based School

3

Transformative Caregiving

4

Caring and Responsive Communities

5

Enabled Services

6

## National Case Management Guidelines

Identification and Registration

1

Initial and Comprehensive Assessment

2

Development of Care Plans

3

Implementation of Care Plans

4

Follow up and Review

5

Case Closure

6



**Risk Factors and Leading Causes of All Forms of Violence against Children**

## Risk Factors and Leading Causes of All Forms of Violence against Children



### Psychological

- Cognitive disabilities of children.
- Chronic illnesses.
- Mental health issues of parents.
- Parents' history of domestic violence and conflicts.
- Substance abuse that interferes with mental functioning, judgment, self-control, ability to protect one's child.
- Parental thoughts and emotions condoning or justifying maltreatment and violent behavior.
- Parental stress and distress, including depression or other mental health conditions.
- Lack of parenting skills and strengths.
- Extreme and inappropriate expectations of parents from children.
- Low self-esteem.
- Poor impulse control.
- Anti-social behavior.
- Parents who had been victims of childhood violence.
- Parents' unresponsiveness to children's needs due to a shift of their attention and focus towards their intimate partners.
- Exposure to intimate partner violence.
- Inequal treatment of children by parents.
- Discriminatory attitudes towards adopted children.
- Low IQ of parents.

### Social

- Divorce and separation of parents.
- Social isolation and exclusion of families.
- Parental loss.
- Lack of understanding of parents about children's needs and their development.
- Poverty and other social disadvantages such as unemployment.
- Family disorganization and dissolution.
- Dysfunctional parental relationships.
- Lack of family cohesion.
- Intimate partner violence.
- Young, single non-biological parents.
- Child marriages
- Poor parent-child relationships and negative interactions.
- Community violence.
- Militarization of society.
- Dangerous neighborhoods.
- Patriarchal attitudes and gender stereotyping.
- Social pressure and labeling.
- Lack of safe transportation modes.
- Lack of sex education.
- Ignorance of the dangers of the Internet, mobiles, digital and social media etc.
- Parental ignorance of the complexity of violence against children.
- Adopted family environment.
- Parents' ignorance of social realities.
- Harmful conduct of stepfather or step mother.

### Economic

- Stresses of poverty.
- Absence of a steady income.
- Mother migration.
- Insurmountable debts.
- Inability to have at least one balanced meal a day.
- Failure to provide educational facilities due to economic constraints.
- Anti-social and illegal livelihoods.
- Child labour.
- Lack of basic sanitation facilities.
- Lack of knowledge of planning family income and expenditure.
- Temptation to earn quick money.
- Daily paid employment.
- Lack of permanent shelter.
- Prioritising day to day survival.
- Marriages of convenience for economic security.
- Dependency mentality.
- Property Inheritance issues.

### Cultural

- Identity conflicts.
- Cultural practices that go against the best interests of the child.  
e.g. Female genital mutilation  
Traditional ritualistic healing ceremonies like '*balithovil*'.
- Caste problems.
- Use of corporal punishment as a corrective method.
- Misdirected beliefs.
- Rituals connected to various faiths and blind adherence to tradition.
- Child marriages.
- Gender inequality in society.
- Lack of protection within religious premises.

### Political

- Conflicting views within family regarding party politics.
- Discrimination based on political grounds.
- Lack of political will and action to end violence against children.
- Using political power and authority to harm opponents.
- Failure to identify priorities
- Protection of wrong doers /criminals by the politically powerful.
- Political favouritism.

**Goal 1 Children Nurtured, Protected and Empowered**



## Goal 1 Children Nurtured, Protected and Empowered

### Preamble

*Recognising the UNCRC's commitment that the child should be fully prepared to lead an individual life in society in particular in a spirit of peace, dignity, tolerance, freedom, equality and solidarity and that the foundation of a responsible adulthood needs to be laid during childhood that spans over a period of eighteen years,*

*Bearing in mind that psychological, emotional, physical needs and capabilities of children as well as their hopes and aspirations may vary during the long period of training for adulthood – 10 months in the mother's womb and 18 years encompassing different stages of childhood – infancy, early childhood, middle and late childhood, early, middle and late adolescence,*

*Considering the fact that children may be vulnerable to all forms of violence owing to their age and immaturity within their immediate family setting, school setting, institutional setting and community setting,*

*All duty bearers shall be committed to ensure that the legacy of childhood to adulthood would be enriched with wholesome and nourishing experiences of life devoid of pain, trauma, resentment, regret and agony.*

### Context

Multiple factors at individual, family and community level can contribute to protecting children from abuse, exploitation and neglect. Modes of perpetrating violence against children have also become sophisticated with the expansion of digital and social media and cyber space. In addition to inflicting physical injuries, exposure to child abuse, exploitation and neglect shatters a child's precious childhood in an unimaginable manner causing much mental trauma, agony, pain and despair. Children of all ages are vulnerable to abuse and exploitation and perpetrators may include persons known to the child who are in a relationship of responsibility, trust or power towards the child and also persons unknown to the child or strangers. Situations and circumstances that make children vulnerable to abuse may differ, from surroundings familiar to the child to places unknown to the child. It is important to empower the child to understand that certain types of conduct and behaviour toward him/her amounts to abuse, exploitation and neglect. Without this knowledge and understanding children will be handicapped in protecting themselves against various types of vulnerable situations and keeping themselves away from potential risks and threats.

**Commitment 1: Nurturing a wholesome being with dignity and integrity**

- Children shall grow up in a loving, caring, protective and supportive environment that promotes happiness, joy, peace and confidence.
- Children shall be inspired to bring closer to their hearts and minds wholesome values and right attitudes in order to become good citizens as well as good people.
- Children shall acquire knowledge, experience and skills suited to their age and evolving capacities so as to develop their personalities and to make responsible decisions concerning their own lives and the lives of others.
- Children shall be empowered to identify and shed unwholesome thoughts, words and actions that would make them vulnerable to various forms of abuse and exploitation and to embrace and cultivate wholesome thoughts, words and actions that would contribute to their progressive development.
- Children shall receive anticipatory direction and guidance suited to their age from parents, legal guardians and caregivers so as to enhance their psychosocial strengths and needs.
- Children shall be guided through the development stages of childhood to forge unique identities and roles within the family, school, institutional and/or community settings.
- Children shall at all times maintain close and a trustworthy rapport and communication with parents, legal guardians and caregivers and be encouraged to express and share their innermost fears and concerns for their own safety and wellbeing.



## Commitment 2: Learning about the development stages of childhood and adolescence

- Parents, legal guardians, the school community and all persons working for and with children shall learn about and understand the development stages of childhood and adolescence:

### Development Stages of Childhood and Adolescence:

*Prenatal Period* (conception to birth)

Fetal psychology reveals that the fetus has its own personality with its sensing ability of taste, smell, touch, hearing, vision, pain and telepathic sensing.

*Infancy* (birth to 18 – 24 Months)

Love, care and attention of parents build up trust in the infant's mind concerning human relationships.

*Early Childhood* (2 – 5 years of age)

The imitate adults, creatively indulges in play, look for new experiences.

*Middle Childhood* (5-8 years of age)

Concepts of giving, sharing, non-judgment, appreciation and truthfulness are added to a child's life.

*Late childhood* (8-12 years of age)

The child begins to see the world through his/her own eyes and makes his/her own judgments.

*Early Adolescence* (12-14 years of age)

The adolescent experiments with self-understanding and self-judgment and attempts to take responsibility for his/her life, asks himself/herself "Am I normal?".

*Middle Adolescence* (14 - 16 years of age)

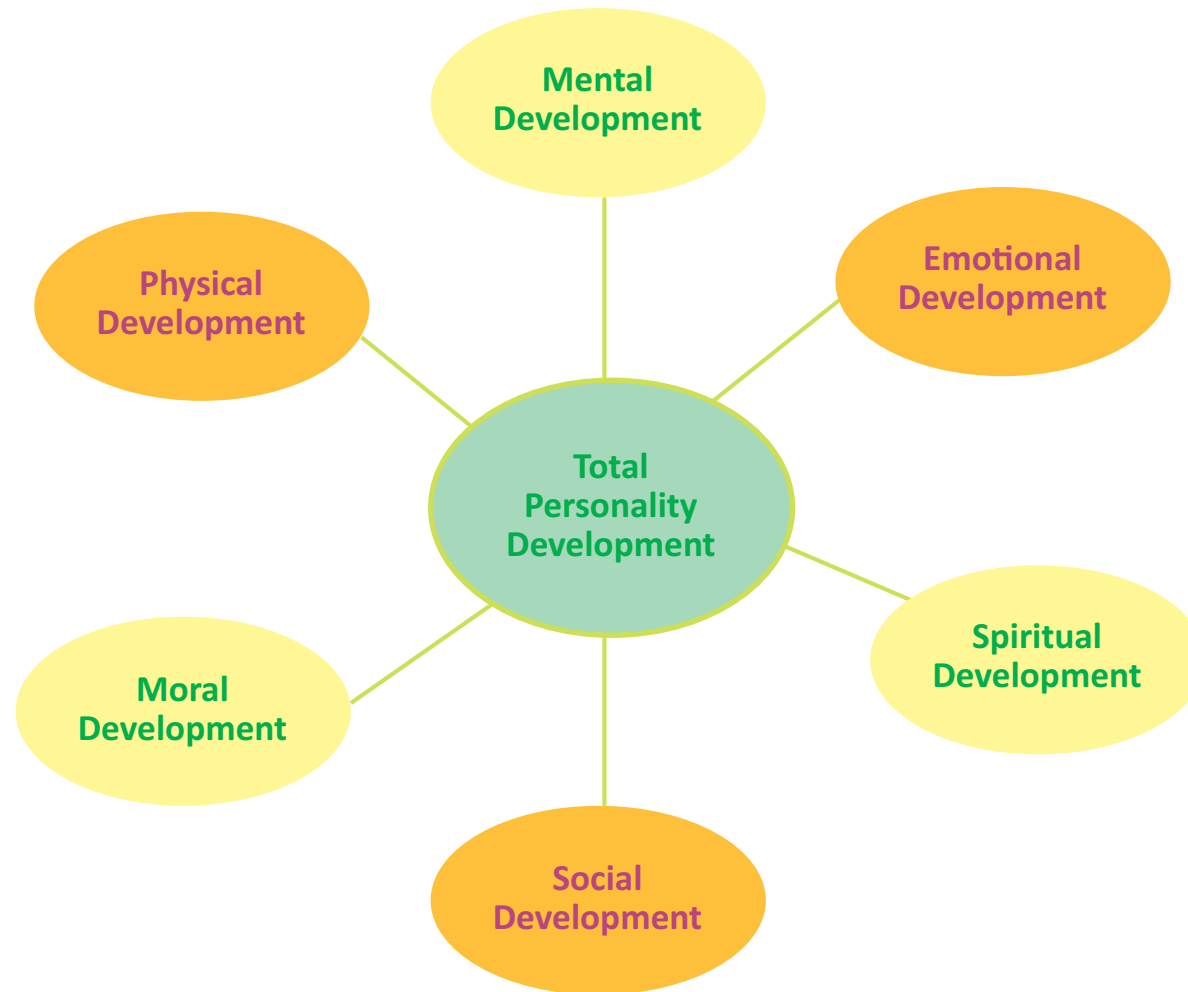
The adolescent takes risks, attempts to form his/her own identity and independence. Asks himself/herself "Who am I?".

*Late Adolescence* (16-18 years of age)

The adolescent makes future plans seeking help of others to attain his/her goals. Asks himself/herself "What is My Place in the World?".

**Commitment 3: Nurturing the total personality development of the child**

- Parents, legal guardians, the school community and all persons working for and with children shall understand that a child possesses a growing personality and therefore effort shall be directed towards ensuring the emotional, mental, physical, social, spiritual and moral development of the child thereby creating a basis for his/her total personality development.



**Commitment 4: Fulfilling psychological, emotional, physical, nutritional and educational needs**

- Children shall grow up in a family or an institutional environment that is capable of satisfying and fulfilling their psychological, emotional, physical, nutritional and educational needs.
- Children shall be nurtured by parents, guardians and caregivers who discharge their duties and responsibilities diligently, efficiently and effectively facilitating children's cognitive and psychosocial development.
- Children shall be loved and cared for by parents, legal guardians and caregivers who make a conscious effort to nurture a wholesome and balanced personality of children from infancy to childhood and adolescence.
- Children shall pursue their education in a school that teaches them a philosophy about their own life and its correlation with other human beings, animals and the plants.
- Children shall grow up in a caring and protective community that is conducive to their total personality development.
- Children shall have unhindered access to high quality services to fulfil their psychological, emotional, physical, nutritional and educational needs.

**Commitment 5: Forging a child-centred, child-friendly and child-sensitive governance system**

- Children shall be protected by adopting laws, policies, strategies, standards and guidelines that are child-centred, child-friendly and child-sensitive.
- Children shall be safeguarded by State institutions and officers through effective implementation of such laws, policies, strategies, standards and guidelines without any form of discrimination based on their parent's or the legal guardian's gender, race, colour, sex, language, religion, political or other opinion, national ethnic or social origin, property, disability, birth or other status.

- Children shall have confidence that the legislative, executive and judicial branches of the State will carry out their functions in an independent, impartial and non- partisan manner.
- Children shall be convinced that sufficient investment on them has been made by the State for their protection, development and wellbeing.

**Commitment 6:      Affording protection against all forms of abuse and exploitation**

- Children shall be made knowledgeable about different types of situations that would make them vulnerable to abuse, exploitation and neglect and be empowered to protect themselves against such abuse and exploitation.
- Children shall possess sufficient knowledge and understanding about their rights and the Sri Lankan laws and regulations aimed at protecting children from all forms of abuse and exploitation.
- Children shall be made aware that potential perpetrators may entice them by showing false love and affection and also offering them gifts with the intention of winning their trust and confidence.
- Children shall be encouraged and made confident to share in confidence with a trustworthy adult any information about threats, vulnerabilities and other circumstances that would expose them to abuse, exploitation and neglect.
- Children who are capable of forming their own views shall be empowered to approach relevant service providers in the child protection, education, health and social services sectors who could assist children in managing vulnerable situations and/or persons.





**Goal 2 Strong, Connected and Resilient Families**

## **Goal 2 Strong, Connected and Resilient Families**

### **Preamble**

*Reiterating that the UNCRC recognises the family as the fundamental group of society and the natural environment for the growth and well-being of all its members particularly children, should be provided with the necessary protection and assistance so that it can fully assume its responsibilities within the community,*

*Recognising that the child, for the full and harmonious development of his or her personality should grow up in a family environment, in an atmosphere of happiness, love and understanding,*

*Recalling that the child has the right to live with his/her parents in a family environment,*

*Being convinced that strong, functional and connected families provide a safe haven for children and construct a strong buffer against exposing children to all forms of abuse and exploitation,*

*All duty bearers shall be committed to promote children's growth and upbringing within a loving, caring and protective family environment and prevent separation of children from their families except in instances where it is strictly in the best interests of children.*

### **Context**

A number of factors create imbalances in family dynamics and weaken the capacity of family members to respond to family stresses and tensions, and external threats and shocks: high incidence of separation and divorce between parents, intimate partner violence, addictive behaviours and domestic violence among parents, mother migration, incarceration of parents, loss or disappearance of male head of the family during the war, chronic and terminal illnesses, mental and physical disabilities of parents. In such situations creating a loving, caring, safe and protective environment for children in the family and home setting requires multi dimensional approaches. It is paramount to empower families to wholeheartedly commit themselves to enhance their own resilience, counter adversities and strive towards ensuring the best interests of their children and convince themselves to seek family support services where needed from government and voluntary service sector institutions.

**Commitment 1: A harmonious family dedicated to children's upbringing**

- Parents shall recognise that for the positive development of a child's personality, he or she needs to grow up within a family environment and separation of a child from the family entails adverse long-term repercussions on his/her personality.
- Parents and extended family members shall be committed to strengthen and maintain harmonious and respectful family relationships conducive to the wholesome personality development of children.
- Parents shall conduct themselves in an exemplary manner, maintain strong and inspirational conduct and relationship between themselves and create a warm family environment devoid of conflicts and tensions.
- Parents and extended family members shall foster close emotional kinship among themselves and children.
- Parents and extended family members shall protect the family from adverse external influences and threats.
- Parents and extended family members shall bond with each other and with children by sharing quality time that will be cherished by all.
- Parents and extended family shall recognise the individual identity of the child and his/her dignity, honour and self esteem.

**Commitment 2: Mindful parenting**

- Parents shall endeavour to acquire positive parenting skills to maintain a constructive relationship with children.
- Parents shall be committed to develop a greater understanding between themselves and their children through meaningful interaction.
- Parents shall adopt parenting styles that take into consideration the development stages of childhood and adolescence.



- Parents shall devote adequate attention and time to support and guide activities of children.
- Parents shall treat all children equally and abstain from discriminating and favouring one child *vis a vis* another in the same family.
- Parents shall respect views and opinions of children who are capable of forming such views and opinions and allow them space to participate in decisions concerning the child and the family.
- Parents and extended families shall avoid lying, backbiting and slander, harsh words, idle gossip, meaningless chatter and insulting and ridiculing children.
- Parents shall recognise that positive peer relationships will help children develop constructive social skills.
- Parents shall understand the value of leisure activities and play on the personality development of children and adolescents.
- Parents and extended families shall be made knowledgeable about the development stages of childhood which will enable them to adopt appropriate parenting styles.
- Parents shall provide age appropriate anticipatory direction and guidance to children to uplift their psychosocial skills, strengths and needs.
- Parents shall guide children through the development stages of childhood and adolescence to forge unique identities and roles within the family, school, institutional and/or community settings.

### **Commitment 3: Identifying and discharging family duties and responsibilities**

- Parents and extended families shall clearly identify and prioritise their duties and responsibilities towards children's upbringing and shall discharge their duties and responsibilities diligently, efficiently and effectively facilitating children's cognitive, psychosocial and physical development.
- Parents and extended families while discharging their duties and responsibilities shall provide safe space and opportunity for children to pursue their personality development.
- Parents and extended families shall be capacitated to identify, prioritise, satisfy and fulfil their children's psychological, emotional, physical, nutritional and educational needs.
- Parents and extended families shall support and encourage children to acquire academic qualifications or professional skills that would help them to lay a solid foundation to lead an independent future adult life.
- Parents and extended families shall make a conscious effort to develop a close rapport and communication bridge between themselves and their children.

### **Commitment 4: Ensuring children's safety and protection**

- Parents and extended family members shall acquire knowledge on identifying all forms of child abuse and exploitation against children and ways and means of responding to such incidents of abuse and exploitation.
- Parents shall understand that the child's safety and protection may be threatened by harmful behaviour of relatives of the child's nuclear and extended family as well as outsiders who closely associate with the family.

- Parents and extended family members shall be educated on laws and regulations relating to child abuse, exploitation and neglect and their utmost responsibility and duty to conform to such laws and regulations.
- Parents and extended family members shall conduct themselves responsibly in resolving their adult conflicts and avoid creating a violent environment in the family and home setting.
- Parents and extended family members shall abstain from alcohol and such intoxicating and addictive substances setting an example for children.
- Parents and extended family members shall acquire non- violent parenting and caring skills that would contribute positively to the wholesome development of the child's personality.
- Parents and extended family members shall abstain from using their power, authority and trust in a manner that would cause psychological, emotional and physical harm to the child.
- Parents and extended family members shall observe on a regular basis, changes in children's behavioural patterns, mood swings and other clues to detect potential threats and vulnerabilities experienced by children.
- Parents and extended family members, while responding to potential incidents of child abuse and exploitation, shall abstain from being judgmental of the child and act in any manner that would breach the trust and confidence the child has placed in them.
- Parents and extended family members shall ensure a safe and protective physical home environment and organise the house in a manner that would not expose the child to abuse and neglect.
- Parents and extended family members shall protect children from all forms of threats, dangers, risks and violence precipitated by external forces by acquiring knowledge and skills.

- Parents and extended family members shall acquire knowledge on preventing children from getting victimised in the use of cyber space on digital, electronic and social media, and guide, direct and exercise appropriate supervision.
- Parents and extended family members shall ensure reliable and safe alternative care arrangements for children when they are compelled to leave children behind for work and other engagements.
- Parents and extended families shall seek professional advice when they observe abnormal, aggressive, hyper active behaviour or low intellectual performance of the child to exclude any developmental disabilities.
- Parents and extended families shall protect the child from child marriages, female genital mutilation and traditional practices that are harmful to the development and wellbeing of the child.

**Commitment 5: Connecting with family support services**

- Parents and extended family members shall discern the minimum standard of living adequate for the child's physical, mental, spiritual, moral and social development, identify the needs that can be fulfilled by themselves without external support and the needs that require the support and assistance of external service providers.
- Parents and extended family members shall be made confident in identifying and approaching family support services to obtain psychological counselling, childcare services, career guidance, educational support, legal, healthcare services, housing and other social welfare services.

**Commitment 6: Creating a community-based safety net**

- Parents and extended family members shall forge meaningful interactions and cordial relations with the community they live in.
- Parents and extended family members shall act in a manner that will earn the trust and confidence of the community.

- Parents and extended family members shall be mindful of people, places and situations in the community that might make children vulnerable to abuse and exploitation.
- Parents and extended family members shall take all necessary measures and precautions to prevent children from being subjected to insult, bullying, ridicule, stigmatisation and marginalisation.

**Commitment 7:      Strengthening family economy**

- Parents and extended family members shall acquire necessary skills through economic counselling to plan and manage their family finances, other resources and assets.
- Parents and extended family members shall organise their family economics diligently and responsibly by prioritising family needs and striking a balance between income and expenditure.
- Parents and extended family members shall abstain from using children for family economic purposes in a manner that jeopardise children's health, wellbeing and education.
- Parents and extended families shall explore all legitimate means to increase their family income and ensure financial stability of the family.



**Goal 3 Value-based School**

### **Goal 3: Value-based school**

#### **Preamble**

*Recognizing that the UNCRC enumerates that the education of the child shall be directed to:*

- *the development of the child's personality, talents and mental and physical abilities to their potential*
- *the development of respect for human rights and freedoms*
- *the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilisations different from his or her own*
- *the preparation of the child for a responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin*
- *the development of respect for the natural environment*

*Realising that the school has a decisive role to play in moulding and nourishing the child's growing personality in addition to imparting knowledge,*

*Emphasizing the need to create a safe, protective and a child-centred culture and an environment at school, the entire school community including teachers, students and parents shall be committed to making the school a protective and an intellectually stimulating place for children to acquire not just knowledge but also wisdom to traverse through childhood in a peaceful and constructive way and graduate to adulthood as a responsible adult with a wholesome personality.*

#### **Context**

An infant who is surrounded by its inner family circle steps from infancy to early childhood at the age of two years, widening his/her horizons to a whole new world laying the foundation for formative years through preschool education. A child graduates from preschool to formal school at the age of five years and begins a life where a major part of his/her waking hours is spent in a school among peers and teachers outside the child's familiar home and family ambiances. Both the wholesome and unwholesome experiences a child is exposed to in the school environment have lasting effects on the total personality development of the child. In this regard it is imperative that the entire school community from the principals and teachers to the administrative and support staff understand their legal and moral responsibility to create and maintain a safe and protective learning environment and a wholesome school culture that nurtures the child's personality development.

**Commitment 1:        Creating a school with a vision to give the child a purpose in life**

- The school shall endeavour to create a culture and an environment that nourish the spiritual, moral, physical, mental and social development of the student's personality.
- The school shall provide opportunities for students to acquire values, views and skills that would help develop personality traits conducive to becoming an honourable person as well as an honourable citizen.
- The school shall inspire children to inculcate wholesome thoughts, engage in wholesome actions and speak wholesome words that would safeguard their own lives and respect and protect the lives of others with whom they interact.
- The school shall endeavour to help students match their interests and wishes with available educational opportunities and resources.
- The school shall inculcate respect among children towards the natural environment and encourage them to protect animals and plants.

**Commitment 2:        Identifying and understanding the child's true nature**

- The school shall ensure that teachers conduct themselves in a manner that promotes and protects the rights of students and their dignity.
- The school shall encourage teachers to develop empathetic, sensitive and compassionate attitudes towards students to identify and understand the fears, threats and concerns surrounding their lives.
- The school shall capacitate teachers to make meaningful interventions to resolve problems concerning children.
- The school shall strengthen a support network within it to assist students in times of crisis.



**Commitment 3:      Going beyond examination-oriented education**

- The school shall support educational policies that are aimed at nourishing the wholesome personalities of students rather than meeting examination targets.
- The school shall adopt teaching methodologies that would promote lateral and creative thinking and develop the skills of students.
- The school shall encourage students to consider not only their likes and dislikes but also consider the practical use of knowledge and future career aspirations when selecting subject areas.
- The school shall be geared towards imparting knowledge combined with wisdom.
- The school shall ensure quality education that offers students theoretical as well as practical knowledge that would help them develop well balanced wholesome personalities.
- The school shall provide opportunities for students to engage in extracurricular activities.

**Commitment 4:      Ensuring equal opportunities for education**

- The school shall recognise that one of the most effective ways of preventing child abuse is to adopt every possible measure to ensure that children between 5 to 18 years remain in the school system to pursue their education.
- The school shall guarantee access to uninterrupted education to all students irrespective of their social and economic status or other considerations.
- The school shall identify and support students who require additional support and assistance due to learning difficulties to complete their education successfully.

**Commitment 5: Forging honourable and trustworthy relationships**

- The school shall ensure honourable, trustworthy and cordial relationships between teachers and students with a clear understanding of each others' rights, duties and responsibilities.
- The school shall promote respectful and non-violent communication among students and between students and teachers.
- The school shall be committed to protecting the right to privacy of students who share their innermost feelings, fears and threats with teachers.

**Commitment 6: Ensuring protection for students**

- The school shall adopt every measure possible to protect the student community from all forms of abuse and exploitation.
- The school shall maintain a stance of zero tolerance for all forms of violence against children.
- The school shall ensure that teachers and support staff will abstain from committing any act that would amount to child abuse and exploitation under the laws of Sri Lanka.
- The school shall make students knowledgeable about child abuse and exploitation and laws and regulations pertaining to them.

- The school shall enlighten students about child abuse and exploitation so as to guard themselves against potential abuses and threats.
- The school shall strengthen the social and emotional skills of students to help them make right decisions and choices concerning their lives and forge safe and healthy relationships with peers and others.
- The school shall maintain an administrative structure that would pay serious attention to maintaining a child-friendly, child-sensitive and child-safe school environment.
- The school shall adopt measures to build a responsible school protection network with the involvement of students, teachers, parents, legal guardians and the community.

**Commitment 7:      Creating child-friendly and child-safe spaces and facilities**

- The school shall work towards creating a clean, enchanting and safe environment for students within the school.
- The school shall endeavour to create child-friendly, protective and safe spaces and facilities within the school environment.
- The school shall look out for locations and spaces that might threaten students' safety and protection and adopt appropriate measures.

**Commitment 8:      Harnessing a school culture for the holistic development of students**

- The school shall make a conscious effort to create space for students to air their views and opinions concerning their education and shall give due consideration to such views and opinions.
- The school shall harness a culture within the school that promotes and protects the dignity, integrity, reputation and honesty of students, teachers, support staff and parents.
- The school shall create a culture and an environment that will win the trust and confidence of students.



**Goal 4 Transformative Caregiving**

## **Goal 4: Transformative Caregiving**

### **Preamble**

*Whereas the United Nations Convention on the Rights of the Child recognises that a child temporarily or permanently deprived of his/her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State,*

*Whereas the United Nations Convention on the Rights of the Child stipulates that States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of any form of neglect, exploitation, or abuse; torture or any other form of neglect, exploitation or abuse; torture or any other form of cruel, inhuman, degrading treatment or punishment or armed conflicts,*

*Reiterating that alternative care for children deprived of a family environment temporarily or permanently shall be sought as the last resort and every effort shall be made to keep children in or return them to the care of their families,*

*Caregivers of State and voluntary sector institutions providing alternative care for children deprived of family environment shall be committed to contribute to the full and harmonious development of children in their care, ensuring the physical and psychological recovery of such children and with the ultimate aim of reintegrating them with their family and community.*

### **Context**

Children may be institutionalised due to abandonment and neglect, abuse and exploitation, poverty, mother migration, physical or mental illness or disability of parents or caregivers. Except for receiving homes, remand homes, certified schools and safe houses, the majority of the institutions providing alternative care are run by registered or unregistered voluntary organisations. The time period children spend in child care institutions may vary from short periods of one to two years to long periods of ten to fifteen years, depending on the circumstances that led to their institutionalisation. The children in institutional care who are deprived of a family and a home have a right to grow up in a loving, caring, protective and safe environment without being exposed to any form of abuse, exploitation or neglect. All measures need to be taken to ensure that caregivers discharge their duties and responsibilities in a manner that safeguards the children from all forms of violence within the institution.

### **Commitment 1: Fostering a child-friendly environment**

- Caregivers shall with utmost dedication, commitment and responsibility uphold the child's right to live in a loving, caring, harmonious, supportive, harmonious and peaceful environment that promotes the child's full potential.
- Caregivers shall consciously nurture a homely environment that will make children feel relaxed and comfortable.
- Caregivers shall take all measures to make the indoor and outdoor environment a safe and protective abode for children.

### **Commitment 2: Nurturing mindful caregiving**

- Caregivers shall strive to acquire skills that would help them maintain a constructive relationship with children.
- Caregivers shall endeavour to spend quality time with children and forge meaningful relationships with them.
- Caregivers shall engage in caregiving with a clear understanding of the development stages of childhood and adolescence.
- Caregivers shall ensure that children's nutritional and dietary needs are fulfilled diligently without any shortcomings.
- Caregivers shall commit themselves to devoting sufficient attention and time to assist and guide children in their activities.
- Caregivers shall provide equal attention and care to all children and refrain from discriminating against and favouring one child over other children in the same institution.
- Caregivers shall honour the views and opinions of children who are capable of forming such views and opinions, and allow them space to participate in decisions concerning themselves.
- Caregivers shall acknowledge that positive peer relationships will help children develop constructive social skills.
- Caregivers shall understand the value of leisure activities and play for the personality development of children.

**Commitment 3: Demonstrating responsible caregiving**

- Caregivers shall discharge their duties and responsibilities with a clear understanding of their legal obligations as legal guardians of children in institutional care.
- Caregivers shall conduct themselves in a responsible and accountable manner promoting cordial relationships within the institution and avoiding conflict and tension.
- Caregivers shall make every effort to resolve their own personal issues without allowing the children to be adversely affected in any manner.

**Commitment 4: Maintaining wholehearted understanding**

- Caregivers shall make every endeavour to wholeheartedly understand the psychological, emotional, physical and social needs of children in their care with utmost attention, love, care and compassion to help them to overcome the trauma caused by abandonment, neglect, abuse and exploitation.
- Caregivers shall make a genuine effort to understand that every child is unique and the needs and aspirations of each child may differ from one child to another and abstain from seeing and treating children as miniature adults.
- Caregivers shall make an effort to make appropriate interventions with a complete understanding of the predicament of each child in a manner that nurtures the child's whole being.
- Caregivers shall manage children with behavioural and psychological imbalances with patience and understand the reasons behind such imbalances without blaming or shaming the children concerned.
- Caregivers shall conduct themselves in a child-friendly manner and uphold the best interests of the child at all time and win their trust and confidence and share their joys as well as their sorrows.

## **Commitment 5:      Guaranteeing children's safety and protection**

- Caregivers shall acquire the necessary knowledge to identify all forms of child abuse, exploitation and neglect and ways and means of dealing with such incidents of abuse, exploitation and neglect.
- Caregivers shall be made knowledgeable about the laws and regulations relating to child abuse, exploitation and neglect and their responsibility as well as their duty to conform to such laws and regulations.
- Caregivers shall abstain from alcohol and substance abuse following an exemplary life style for children.
- Caregivers shall conduct themselves responsibly in resolving their adult conflicts and avoid creating a violent environment in the institutional setting.
- Caregivers shall acquire non- violent caring skills that would contribute positively to the wholesome development of the child's personality.
- Caregivers shall refrain from using their power, authority and trust in a manner that would cause psychological, emotional and physical harm to the child.
- Caregivers shall observe on a regular basis, the changes in children's behavioural patterns, mood swings and other signs of potential threats and vulnerabilities experienced by children.
- Caregivers, when responding to potential incidents of child abuse, exploitation and neglect, shall abstain from being judgmental of the child and act in any manner that would breach the trust and confidence the child has placed in them.
- Caregivers shall ensure a safe and protective physical environment in the institution and organise it in a manner that would not expose the child to abuse, exploitation and neglect.
- Caregivers shall protect children from all forms of threats, dangers, risks and violence precipitated by external forces by acquiring the knowledge and skills needed to prevent violence.
- Caregivers shall acquire knowledge on preventing children from getting victimised in the use of cyber space on digital, electronic and social media, and guide, direct and exercise appropriate supervision.







**Goal 5: Caring and Responsive Communities**

## **Goal 5: Caring and Responsive Communities**

### **Preamble**

*Recalling that the Children's Charter of Sri Lanka recognises that it is essential for a child to grow and develop as an individual in a caring family and social environment in order to eventually participate as a responsible adult in the community,*

*Bearing in mind that the National Department of Probation and Child Care Services has established Village Child Development Committees with the objective of promoting child rights within the community through awareness raising, preventing child rights violations through risk mapping, early identification and intervention, response to child rights violation concerns through referrals to Child Rights Promotion Officers, Probation Officers and Child Protection Officers and coordination with community child protection actors and management of low risk cases,*

*Recognising that children's lives are interconnected and interdependent with the web of community life and that life needs to be centred around core values of respect for one another, sharing one's resources, and caring for the more vulnerable members of the community such as children in the spirit of unity, harmony and solidarity,*

*Recognising that a community bonded together in a collective spirit could create a safety net for children that will act as a buffer against potential threats of child abuse and exploitation,*

*All State and non-State actors shall commit themselves to harness the collective community spirit that will be directed towards creating a safe and protective environment in the community.*

### **Context**

A child's interaction with the community he/she lives in teaches him/her trust and belief in adults, and creates a sense of belonging and safety in his/her life. In traditional Sri Lanka the communities were socially and economically well-knit looking after each other in times of hardship and treating all children as their own. However, modernisation, the ethnic conflict, economic problems, modern technology and emphasis on the importance of the individual has created a spirit of competition rather than collectivism, making people self-centred and totally obliterating the altruistic tendencies that prevailed. A child who should feel safe within the community must now have to safeguard himself/herself from the injustices and potential threats from the community. Despite the safety net that assured them of a carefree childhood, today a child feels threatened within society. It is imperative that the belief in a caring community, responding without fear or favour to ensure the safety of children is resurrected by restoring the lost unity among and within communities, and that the community is made aware of its responsibility towards children.

### **Commitment 1: Nurturing a responsible community protective of children**

- The community shall be conscious of its responsibility to create and maintain an environment for the protection and growth of the child.
- The community shall attract the trust and confidence of children having laid the foundation for a harmonious, child-safe and child-protective community atmosphere.
- The community shall restore its dropped communication line and strive to reknit the damaged and loosely connected community web by using child protection as an incentive.
- The community shall make a conscious effort to build and nurture first, second and third generation community leadership to keep the community web intact with an enduring community spirit.
- The community shall effectively reactivate the currently disconnected interaction among its people and religious leaders.
- The community shall organize and empower itself and collectively seek potential community level interventions to uplift the living standards of its members.
- The community shall honour principles of good governance and facilitate a participatory, transparent, all-inclusive and consensus-oriented decision making process in all its interventions concerning community life.
- The community shall at all costs embrace, maintain and bestow upon the next generation wholesome traditional values and practices and fearlessly reject any traditional, religious or cultural practices detrimental to the best interests of the child.

**Commitment 2: Harnessing compassionate, caring, all-embracing and child-friendly attitudes among community members**

- The community shall honour the presence of each individual in its web and shall respect and ensure the rights of children without discrimination of any kind, irrespective of the child's or his or her parent's legal guardian's race, colour, sex, language, religion, political or other marginalised on the basis of the status, activities, expressed opinions, or belief of the child's parents, legal guardians or family members.
- The community shall ensure that interpersonal relationships of all community members are governed by holistic values of respect, care, compassion, acceptance, understanding, tolerance, harmony and inclusion.
- The community shall nurture the feeling of 'ours' instead of 'mine' in the case of children and affirm zero tolerance to violence against children.
- The community shall ensure that neighbourhoods are safe, stable, and supportive.
- The community shall at all times respect, appreciate and welcome the participation of children in community level decision making processes and ensure within the community life a healthy growing space for children.

**Commitment 3: Empowering the community with a sound knowledge of all forms of violence, abuse, exploitation and neglect**

- The community shall form a coalition of community-based service providers, grassroots groups, village societies, faith-based groups, etc. to extend their support for child protection.
- The community shall be made knowledgeable on child abuse, exploitation and neglect and be motivated to maintain a stance of zero tolerance to violence against children.
- The community shall engage in community policing and neighbourhood building activities to promote neighbourhood safety.
- The community shall be vigilant enough to detect persons, locations and situations posing a threat to children's safety and protection.

- The community shall initiate and sustain a broad-based dialogue on child rights.
- The community shall be conscious of their responsibility to provide protection and development opportunities for children in their communities.
- The community shall identify risk factors that lead to child abuse, exploitation and neglect, and also identify resources for mitigating such risks.
- The community shall influence societal beliefs about parenting through public awareness campaigns consistently reaching out to large numbers of community members.
- The community shall enhance its capacity to make available accessible quality services to maximise healthy family functioning.
- The community shall promote neighbourhoods that foster social ties among members.
- The community shall recognise that if they act collectively, they can improve their well-being and their children's future.
- The community shall ensure that no neighbourhood is isolated or neglected by connecting neighbourhoods with strong social support networks.

**Commitment 4: Mobilizing proactive and collective community action**

- The community shall recognise that unstable living conditions could expose children to abuse, and promote home ownership.
- The community shall build social connections and stabilize the neighbourhood.
- The community shall provide low income families with potential financial support services.
- The community shall respond to conditions of poverty through economic empowerment programmes as poverty threatens the safety and well-being of children.

- The community shall facilitate productive relations between community members and external service providers.
- The community shall make collective interventions and responses to address child abuse, exploitation and neglect.
- The community shall enhance the capacity for social control by forming small local social ties to identify strangers and guard against victimisation.
- The community shall encourage stable community development organizations.
- The community shall activate the government service delivery mechanism through community interventions.
- The community shall invest in leadership development programmes to build confidence and self esteem among people and strengthen their ability to impact events that affect their lives.
- The community shall implement community-based violence prevention efforts where the individual members accept the responsibility for safeguarding children in their own neighbourhoods.



**Goal 6: Enabled Services**



## **Goal 6: Enabled Services**

### **Preamble**

*Whereas the United Nations Convention on the Rights of the Child stipulates that States parties shall undertake all appropriate legislative, administrative and other measures for the implementation of the rights recognised in the Convention.*

*Whereas the United Nations Convention on the Rights of the Child also recognizes that with regard to economic, social and cultural rights, States parties shall undertake such measures to the maximum extent of their available resources and where needed within the framework of international co-operation.*

*Whereas United Nations Convention on the Rights of the Child also enumerates that States parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.*

*Institutions and officers providing childcare services, child protection services, healthcare services, educational services, social welfare services and economic and housing support services shall be committed to adopt a multi-pronged, integrated and well coordinated approach and be capacitated to enhance the quality, efficiency and effectiveness of their services and attract the trust, confidence and faith of children, families, legal guardians, caregivers and communities.*

### **Context**

The support services assisting children vulnerable to various forms of violence and their families may comprise probation and child care services, child protection, law enforcement, education, health, housing, social services and cyber crimes related support services. These multidisciplinary support service providers affiliated to the central government and provincial councils need to deliver their services in a well-planned and well-coordinated manner to ensure that services are delivered to the needy children and their families as outlined in the care plan. In deciding on the type of services needed, the service providers should ascertain and prioritise the needs of each individual child in accordance with the care plan. The service providers are expected to maintain a close rapport with each other from the beginning to the end of the case management process to avoid any delays and duplication of their services. All precautions need to be taken to prevent children from being re-victimised in the service delivery process.

**Commitment 1:      Obtaining consent for child participation**

- Service providers shall understand and agree that children should not be involved in programmes (workshops, seminars, conferences, discussions, meetings, etc.) organized by them without obtaining the written consent of the child's parents or legal guardians on the prescribed consent form.
- Service providers shall understand and agree that programmes involving children should not be conducted in institutions without obtaining the written consent of the relevant statutory authorities.

**Commitment 2:      Spending time with children**

- Service providers shall not spend time alone with children but plan activities so that more than one person is present or, at least, other people are within sight and hearing.
- Service providers shall at all times ensure that a girl child is accompanied by a female member of the staff.
- Service providers shall ensure that from the time a child is taken into their care from parents/legal guardians, he/she should not be left unaccompanied at any time until such time the child is handed back to them.
- Service providers shall ensure that when children are taken away from parents and legal guardians for programmes for the day or night, they are always accompanied by a male and a female member of staff. However, service providers shall be aware that same gender abuse may also occur.
- Service providers shall ensure that adults do not enter children's rooms or invite children into their rooms when residential programmes are conducted for children.

- Service providers shall not take children alone in a vehicle –public or private– without the relevant officers in charge, even for a short journey, unless this is unavoidable for safety reasons. If this is unavoidable the service provider shall make sure that an adult caretaker or another staff member is aware of it.
- Service providers shall abstain from engaging in conversations with children who receive their services using mobile phones or sending sms messages to them except when it is essential for official matters.
- Service providers shall not make suggestive remarks or gestures, even for fun.
- Service providers shall avoid favouring any individual child.
- Service providers shall be aware of and avoid responding inappropriately to any attention - seeking behaviour, such as tantrums or crushes.

**Commitment 3: Minimising risks to children**

- Service providers shall minimise risks to children during programmes by:
  - ✓ Being aware of situations that may pose risks and ways and means of avoiding or managing such risks,
  - ✓ Planning and organising events in such a way that risks are minimised.
  - ✓ Recognizing that caution is required in all one-on-one situations.
  - ✓ Provide access for children to talk to a reliable person about any concerns they have.
  - ✓ Encourage children and adults to feel comfortable enough to point out attitudes and behaviours they do not like.
  - ✓ Remember that someone else may misinterpret their actions, no matter how well intentioned

**Commitment 4: Guaranteeing accessibility to all**

- Service providers shall put in place policies and mechanisms to maximize eligibility for services and ensure that services and supports are available to everyone in need.
- Service providers shall ensure that its systems facilitate multiple entry points to essential services and support as and when needed.

- Services shall be under continuous review to evaluate channeling of resources to those in greatest need and achieving universal coverage.
- Service providers shall pay special attention to ensure that the outreach is successful in attracting all who would benefit from the intervention and outreach occurs at times and locations convenient to families.
- Services and service providers shall strive to reach and serve high-risk child populations.
- Service providers, in launching programmes, shall attempt to ensure that the programme layout and content is simple and streamlined to match the level of understanding of the audience.
- Service providers shall guarantee that the written material provided and the programme delivery is in the language of the target population.
- Service providers shall attempt to develop programme content and design programme delivery methods that reflect and respect the cultural norms of the target population.

**Commitment 5: Assuring high quality and effective services**

- Service providers shall be custom-made and comprehensive enough to respond to evolving challenges, the needs of individual families, children, institutions and communities and be able to mobilize a mix of formal and informal supports and therapeutic interventions.
- Service providers shall mirror respect for language, values, and cultural background of service recipients and be characterized by mutually respectful procedures and interactions.
- Service providers shall be sensitive to the diverse needs of service seekers and maintain working environments that are welcoming to children, families and communities and adopt effective policies and practices for interacting with families making them feel comfortable and safe when seeking help.

- Service providers shall address the 'totality' of the child and engage families, institutions and communities in positive activities and build support networks while addressing their problems.
- Service providers shall consciously invest in staff training and adoption of policies and regulations to build an adequate, competent, value driven and principled human resource pool, facilities and resources to maintain high quality standards and professionalism.
- Services and service providers shall be constantly monitored and assessed to ascertain, improve and reward high quality outputs and outcomes.

**Commitment 6:      Applying effective and efficient management**

- Services and service providers shall be guided along clearly defined principles in their decision making processes and practices.
- Services shall be streamlined with appropriate and efficient systems, mechanisms and processes to ensure good governance.
- Services shall be enforced with a mission driven, well-trained, and skillful and well supervised service providers.
- Service providers shall be governed by an administrative mechanism which balances service quality, individual rights, responsibilities and accountability.

**Commitment 7:      Accomplishing results-oriented outcomes**

- Services shall seek for short-term outcomes and gains while working towards achieving long-term goals.
- Services shall be assessed on the basis of the impact created on the lives of children, families and communities living under different circumstances.
- Services shall be assured of continuous improvement through regular evaluations and professional development attempts.

**Commitment 8: Forging connections across multidisciplinary services and service providers**

- Service providers shall make a conscious effort to forge connections across services connecting children, families and communities with primary support services, networks and specialized services.
- Service providers shall forge good communication modes across institutions, sectors, administrative levels and hierarchies to ensure that services are not duplicated.

**Commitment 9: Widening community engagement and social networks**

- Service providers shall encourage community participation in visioning, planning, service design, decision making, and appraising efforts.
- Service providers shall capitalize on a reliable well-functioning social network geared towards bridging the gap between the community and government service delivery mechanism.
- Service providers shall welcome the contribution of the community in sharing contextual knowledge, local wisdom and excess resources to achieve the desired outcome.

**Commitment 10: Ensuring sustainability and funding**

- Services shall guarantee adequate, stable and predictable funding for uninterrupted services and support.
- Service providers shall ensure that available financial resources are utilized in the most appropriate, effective and fruitful manner.
- Service providers shall attempt to identify and approach alternative funding sources and leverage to ensure the financial potential and sustainability of the continuing and wide ranging services.



# National Case Management Guidelines



## **Preamble**

*Whereas the United Nations Convention on the Rights of the Child recognises that States parties shall take all appropriate measures, including legislative, administrative, social and educational measures to protect the child from all forms of sexual abuse, exploitation and neglect and also from torture, or other cruel, inhuman, or degrading treatment or punishment,*

*Reiterating that the United Nations Committee on the Rights of the Child has emphasized in the strongest terms that child protection must begin with proactive prevention of all forms of violence as well as explicit prohibition of all forms of violence,  
Recognizing that the United Nations Committee on the Rights of the Child has recognized that prevention measures offer the greatest return in the long-term and that prevention includes public health and other measures to positively promote respectful child-rearing, free from violence, and to target the root causes of violence at the level of the child, family, perpetrator, community, institution and society.*

## **Context**

Child rights-based Case Management is one of the most fundamental components of any strategy to prevent all forms of violence against children. A wide range of State officers representing diverse disciplines such as child protection, probation and child care, early childhood education, health, formal and non formal education, social services, law enforcement and cyber security working at national, provincial, district and divisional levels get actively engaged in prevention programmes involving children, parents, caregivers, teachers and community members. Any intervention towards preventing all forms of violence against children needs to be strongly grounded on child rights and universally accepted scientific approaches, methodologies and tools of child protection. It is equally important to adopt a multi-pronged and cohesive action plan for all relevant sectors to identify and implement tasks that need to be performed by each sector.

## **Commitment 1: Comprehending the definitions of violence against children**

- Case Managers and Case Workers shall learn about and understand all forms of violence against children in light of the following definitions prescribed by the World Health Organization:

### **Sexual violence**

**Definition:** Any form of sexual abuse and exploitation including:

- (i) inducement or coercion of a child to engage in any unlawful or psychologically harmful sexual activity including unwanted comments and advances;
- (ii) use of children in commercial sexual exploitation;
- (iii) use of children in audio or visual images of child sexual abuse;
- (iv) child prostitution, sexual slavery, sexual exploitation in travel and tourism, trafficking for purposes of sexual exploitation (within and between countries), sale of children for sexual purposes and forced marriage; and
- (v) Inducement, coercion or arrangement of a child into a forced or early marriage.

### **Physical violence**

**Definition:** Fatal and non-fatal physical violence including:

- (i) all corporal punishment and all other forms of torture, cruel, inhuman or degrading treatment or punishment;
- (ii) physical bullying and hazing by adults or by other children;
- (iii) harmful practices such as female genital mutilation or cutting; amputations, binding, scarring, burning and branding; violent and degrading initiation rites, exorcism; sex selection and 'honour' crimes; and
- (iv) engaging children in physical child labour, including non-sexual slavery, trafficking, and using them as child soldiers.

## **Emotional violence**

**Definition:** Psychological maltreatment, mental abuse, verbal abuse and emotional abuse or neglect including:

- (i) all forms of persistent harmful interactions with a child;
- (ii) scaring, terrorizing and threatening; exploiting and corrupting; spurning and rejecting; isolating, ignoring and favouritism;
- (iii) denying emotional responsiveness; neglecting mental health, medical and educational needs;
- (iv) insults, name calling, humiliation, belittling, ridiculing and hurting a child's feelings;
- (v) exposure to domestic violence;
- (vi) placement in solitary confinement, isolation or humiliating or degrading conditions of detention; and
- (vii) psychological bullying and hazing by adults or other children, including those via information and communication technologies (ICTs) such as mobile phones and the Internet (known as 'cyber-bullying').

## **Neglect or Negligent Treatment**

**Definition:** The deliberate failure to meet children's physical and psychological needs and protect them from danger or obtain medical, birth registration or other services when those responsible for their care have the means, knowledge and access to services to do so.

This includes intentional

- (i) physical neglect: failure to protect a child from harm, including those through lack of supervision, or to provide a child with basic necessities including adequate food, shelter, clothing and basic medical care;
- (ii) psychological or emotional neglect, including lack of any emotional support and love, chronic inattention, caregivers being 'psychologically unavailable' by overlooking young children's cues and signals, and exposure to intimate partner violence or drug or alcohol abuse;
- (iii) neglect of a child's physical or mental health: withholding essential medical care;
- (iv) educational neglect: failure to comply with laws requiring caregivers to secure their children's education through attendance at school or otherwise; and
- (v) abandonment.

**Commitment 2:      Mastering child-safe e skills and digital literacy**

- Case Managers and Case Workers shall acquire technical knowledge and experience in preventing all forms of violence against children on digital and social media.

**Digital Media**

**Definition:** Digitized content that can be transmitted over the internet or computer networks. This can include text, audio, video, and graphics.

## Social Media

**Definition:** Forms of electronic communication (such as websites for social networking and microblogging) through which users create online communities to share information, ideas, personal messages, and other content (such as videos).

### Types of social media commonly used by children and adolescents and safeguards for staying safe online

- **Instagram**

A mobile, desktop, and Internet-based photo-sharing application and service that allow users to share pictures and videos either publicly or privately.

- (i) Activate privacy settings
- (ii) Refrain from publishing personal information in your Instagram biography
- (iii) Report bullying and harassment through the Help Centre
- (iv) Think twice before adding your location to posts

- **YouTube**

YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own.

- (i) Do not post inappropriate content online
- (ii) Use YouTube's privacy features

- **Snapchat**

Snapchat is a mobile app and service for sharing photos, videos, and messages with other people. Once you view a message received via Snapchat, it is automatically deleted. This makes the service ideal for sharing quick updates with friends without accumulating media or messages on your mobile device. The false sense of security comes when teens think their pictures are automatically deleted. Unfortunately, individuals have learned how to save screenshots through the cell phone itself or by taking a picture with another phone, in addition to saving screenshots of the pictures, thus saving the picture from deletion. It is also common for individuals to take screenshots and post them on social media sites.

- (i) Only take appropriate pictures
- (ii) Edit Snapchat's privacy settings
- (iii) Do not use third party apps

- **Twitter**

Twitter is an online service that allows you to share updates with other users, limiting your tweet to 140 characters or less.

- (i) Think twice before adding your location to tweets
- (ii) Enable twitter's privacy and security options
- (iii) Keep personal information out of your profile
- (iv) Do not use third party apps

- **Tumblr**

Tumblr is a microblogging website that allows you to create and follow blogs . Unlike traditional blogging websites, Tumblr encourages short posts, such as a single photo or a few sentences of text. The goal is to make blogging quick and easy, enabling users to post frequent updates.

- (i) Enable Tumblr's privacy settings
- (ii) Keep your name out of your Tumblr URL
- (iii) Avoid posting personal information
- (iv) Change individual post settings

- **Facebook**

Facebook is a social networking website on which users can create and customize their own profiles with photos, videos, and information about themselves. Friends can browse the profiles of other friends and write messages on their pages.

- (i) Adjust privacy settings
- (ii) Only add people you know personally
- (iii) Avoid posting inappropriate pictures
- (iv) Report things that look suspicious

- **Viber**

Viber is an app that enables free calls, texting, stickers, picture and video sharing, location sharing, video messaging, group chats (up to 200 participants) and public chats among Viber users. It is usable on both mobile and computer devices. Apart from features such as picture and video sharing and group chats, Viber gaming is another feature that is popular among children and adolescents.

- (i) Use an app to lock Viber
- (ii) Restrict access to profile picture
- (iii) Hide the '*last seen*' stamp
- (iv) Look out for scams
- (v) Avoid viewing or sharing pictures or videos with inappropriate content
- (vi) Avoid sharing inappropriate personal content with anyone
- (vii) Be aware of potential cyber bullying
- (viii) Be mindful when sharing personal information and using location sharing feature
- (ix) Deactivate Viber if you lose your phone

- **WhatsApp**

WhatsApp is a messenger app for smartphones that allows users to send messages, images, audio or video material via internet. Features like voice messaging, group chatting and location sharing are popular among young WhatsApp users.

- (i) Use an app to lock WhatsApp
- (ii) Restrict access to profile picture
- (iii) Hide the '*last seen*' stamp
- (iv) Be vigilant for scams
- (v) Avoid sharing pictures or videos with inappropriate content
- (vi) Avoid sharing inappropriate personal content with anyone
- (vii) Be aware of potential cyber bullying
- (viii) Be mindful when sharing personal information and using location sharing feature
- (ix) Deactivate WhatsApp if you lose your phone
- (x) Remember to log out of WhatsApp web

**Commitment 3: Protecting children against Internet addiction**

**Internet Addiction Disorder**

- Case Managers and Case Workers shall understand that Internet addiction also known as Internet dependency and Internet compulsivity is defined as any online- related, compulsive behaviour which interferes with normal living and causes severe stress on family, friends, loved ones, and one's work environment.



## Identifying Internet Addiction

- Case Managers and Case Workers shall understand that compulsive use of the Internet, a preoccupation with being online, lying or hiding the extent or nature of one's online behaviour, an inability to control or curb online behaviour and severe interference with one's daily life are some of the signs of Internet addiction.

## Types of Internet Addiction

- Case Managers and Case Workers shall understand that the following types comprise most common forms of Internet addiction:
  - (i) Sexting and online sex addiction:** *Individuals who suffer from this are typically engaged in viewing, downloading, and trading online pornography or involved in adult fantasy role-play chat rooms, social media and sexting.*
  - (ii) Internet infidelity and online affairs:** *Individuals who suffer from an addiction to chat rooms, social networking, or texting become over-involved in online relationships or may engage in virtual adultery.*
  - (iii) Addiction to video games and online role-playing games:** *Although gaming addiction is not yet officially recognised as a diagnosable disorder, there is increasing evidence that teenagers and pre teenagers are facing severe consequences associated with compulsive use of video and computer games.*
  - (iv) Net compulsions:** *Screen addiction can be generalized compulsive behaviour to Internet gambling, shopping or e bay.*
  - (v) Information overload:** *The wealth of data available has created a new type of compulsive behaviour regarding excessive Internet and database searches.*

**Commitment 4: Preventing children from becoming victims of violence on digital and social media**

- All parents, legal guardians, caregivers and service providers shall understand that the way in which children need to be protected against various forms of violence on digital and social media depends on the developmental stages of children.

**Children of Early Childhood (3-5 years)**

<b>Risks, threats and trends</b>	<b>Preventive measures</b>
<ul style="list-style-type: none"><li>• <b>Children have a tendency to accept or believe what they see on digital devices as true or real.</b></li><li>• <b>Children do not possess appropriate cognitive maturity to be online without supervision.</b></li><li>• <b>Children may get intimidated or scared by real and fictional images they see on digital and social media.</b></li><li>• <b>Children are at risk of moving from appropriate to inappropriate sites through hyperlinks.</b></li></ul>	<ul style="list-style-type: none"><li>• Parents, legal guardians and caregivers need to sit with the child at the computer or with the mobile device.</li><li>• It is strongly recommended that children of this age group should not be exposed to the Internet.</li><li>• Parents, legal guardians and caregivers can introduce age-appropriate computer skills and educational programmes.</li><li>• Use child locks.</li></ul>

## Children of Middle Childhood (5-8 years)

Risks, threats and trends	Preventive measures
<p><b>Parents, legal guardians and caregivers shall understand that</b></p> <ul style="list-style-type: none"> <li>• <b>Children become skilful in using computers and mobile devices and master the art of using the mouse and playing computer games.</b></li> <li>• <b>Children have a tendency to accept or believe what they see on computers or digital devices as true or real.</b></li> <li>• <b>Children lack the intellectual maturity to be alone on the computer or a mobile device.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents, legal guardians and caregivers need to be with the children when they are using Internet-enabled computer or mobile devices.</li> <li>• Parents, legal guardians and caregivers need to be educated to use child-friendly search engines and/or 'walled gardens' controlled by them.</li> <li>• Parents, legal guardians and caregivers need to put in place age-appropriate filtering tools.</li> <li>• Parents, legal guardians and caregivers need to nurture a personalized online space limiting the children to visit their favourite or book marked sites.</li> <li>• Parents, legal guardians and caregivers need to locate the computers in an open area where children's activities can be easily supervised and monitored.</li> <li>• Parents, legal guardians and caregivers need to initiate a dialogue with children on privacy and explain to them the dangers of sharing personal information relating to them and their families online.</li> <li>• Parents, legal guardians and caregivers need to advise children not to use their real name but use a nickname when they are required to give the name to access various content online.</li> <li>• Parents, legal guardians and caregivers need to be STRICTLY advised that they need to take all measures to block or disallow the practice of instant text messaging chat rooms, mobile internet texting, picture and video messaging and access to message boards by children of this age group.</li> </ul>
<ul style="list-style-type: none"> <li>• <b>Children may get intimidated or frightened by images they see on a computer or a mobile device.</b></li> <li>• <b>Children are at risk of being driven away from appropriate to inappropriate and harmful websites through hyperlinks.</b></li> <li>• <b>Children are vulnerable to be exposed to marketers who entice them to share their personal information using various methods such as rewards, contests, surveys, registration forms, etc.</b></li> </ul>	

### Children of Late Childhood (8 years to 12 Years)

Risks, threats and trends	Preventive measures
<ul style="list-style-type: none"> <li>• Children become interested in the activities of older children, begin to forge their own identity and develop a tendency to unquestionably trust in things and people.</li> </ul>	<ul style="list-style-type: none"> <li>• Parents, legal guardians and caregivers need to be with the child when they are online to ensure that they visit websites which are not harmful to children.</li> <li>• Parents, legal guardians and caregivers shall ensure that Internet-enabled mobile devices are not given to children without supervision and Internet-enabled computers are placed in an area that can be supervised and monitored by parents.</li> <li>• Parents, legal guardians and caregivers shall engage in age-appropriate supervision of their children when they are online.</li> <li>• Install filtering and monitoring tools for the computers in addition to parental filtering.</li> <li>• Parents, legal guardians and caregivers shall acquire knowledge on child-friendly search engines or parental control enabled search engines.</li> <li>• Parents, legal guardians and caregivers shall take all measures to disallow children from doing instant messaging, chat rooms, or social networking sites intended for adult users.</li> <li>• Parents, legal guardians and caregivers shall share a common email address with the child or create a family email address which can be monitored and disallow the child from creating an individual email address.</li> </ul>
<ul style="list-style-type: none"> <li>• Children begin to spend time surfing online and enjoying games on computers and mobile devices.</li> </ul>	
<ul style="list-style-type: none"> <li>• Children may (without the knowledge of parents, legal guardians and caregivers) experiment with the use of emails, instant messaging, chat rooms, message boards (online forums), interactive sites, social media sites.</li> </ul>	
<ul style="list-style-type: none"> <li>• Children become interested in seeking new information.</li> </ul>	
<ul style="list-style-type: none"> <li>• Children lack intellectual abilities to be online by themselves.</li> </ul>	
<ul style="list-style-type: none"> <li>• Children are vulnerable to be exposed to marketers who entice them to share their personal information using various methods such as rewards, contests, surveys, registration forms, etc.</li> </ul>	
<ul style="list-style-type: none"> <li>• Children may get terrified by seeing real life violent images and videos online.</li> </ul>	

**Children of Late Childhood (8 years to 12 Years)**

<b>Risks, threats and trends</b>	<b>Preventive measures</b>
<ul style="list-style-type: none"><li>• <b>Children are vulnerable to exposure to inappropriate websites through search results with links.</b></li><li>• <b>Children are at risk of being victimized by predators when they use chat rooms, message boards, social networking, text messaging or instant messaging (IM).</b></li></ul>	<ul style="list-style-type: none"><li>• Parents, legal guardians and caregivers shall initiate a dialogue with children to acquaint themselves about their children’s online friends and activities.</li><li>• Parents, legal guardians and caregivers shall develop the practice of getting their children to inform them before sharing any personal information via email, message boards, registration forms, personal profiles and online contests.</li></ul>

**Early Adolescents (12 years to 14 years)**

Risks, threats and trends	Prevention measures
<p><b>Parents, legal guardians and caregivers shall understand that</b></p> <ul style="list-style-type: none"> <li>• <b>Children have a greater propensity to being influenced by the online activities of their friends and peers and seeking greater independence from parents, legal guardians and caregivers.</b></li> <li>• <b>Children access the Internet to seek educational information, download music, connect with friends via email, play online games and to visit sites that interest them.</b></li> <li>• <b>Children begin to spend more time communicating with their friends through instant messaging, text messaging and chat features on their mobile devices.</b></li> <li>• <b>Children do not possess sufficient intellectual maturity to decide which online information is good or harmful to them.</b></li> <li>• <b>Children may have the false belief that they are in control of the digital device they use.</b></li> <li>• <b>Children are vulnerable to be exposed to marketers who entice them to share their personal information using various methods such as rewards, contests, surveys, registration forms etc.</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Parents, Legal Guardians and Caregivers shall adopt all measures to locate the computers used by children in an open area and abstain from keeping them in children’s bedrooms.</b></li> <li>• <b>Parents, legal guardians and caregivers shall engage in age - appropriate supervision of their children when they are online and, in addition to parental supervision, install filtering and monitoring tools for all internet enabled computers, mobile devices such as cell phones, gaming devices, iPods and PDAs. .</b></li> <li>• <b>Parents, legal guardians and caregivers shall develop a close rapport with their children to acquaint themselves with their children’s online friends and activities.</b></li> <li>• <b>Parents, legal guardians and caregivers shall be educated to advise their children to avoid meeting in person their “Online Friends” as they may have presented a fake identity and not their real identity.</b></li> <li>• <b>Parents, legal guardians and caregivers shall educate their children not to share any personal information concerning them via email, message boards, registration forms, personal profiles etc.</b></li> <li>• <b>Parents, legal guardians and caregivers shall have access to the passwords of their children’s e-mail accounts and instant messaging accounts and supervise whether they are in contact with strangers and restrict instant messaging with persons known to their children.</b></li> </ul>

Risks, threats and trends	Prevention measures
<ul style="list-style-type: none"> <li>• <b>Children’s sexual developmental changes may kindle an interest in the opposite sex or same sex and entice them to visit pornographic sites and they may tend to imitate adults’ sexual acts.</b></li> <li>• <b>Children may begin to build intimate relationships online with older teenagers and young adults.</b></li> <li>• <b>Children may become most susceptible to becoming victims of sexual predators.</b></li> <li>• <b>Children may become victims of online bullying or they themselves may bully others.</b></li> <li>• <b>Adolescents distant themselves from parents, legal guardians and caregivers and get closer to their peers to forge a group identity and gain independence.</b></li> <li>• <b>Adolescents frequently use the Internet to download music, use instant messaging, email, social networking sites and play online games, to visit chat rooms to chat in private and with adults.</b></li> <li>• <b>Adolescents may turn a blind eye to the boundaries of online safety measures and may surf in search of gross humour, gambling or provocative and explicit adult sites.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents, legal guardians and caregivers shall discuss with their children the kind of ethical conduct that they need to adhere to on the Internet and that they should not use the Internet to malign, insult, bully or make threats to people.</li> <li>• Parents, legal guardians and caregivers shall monitor whether their children are using chat rooms and disallow children from using chat rooms.</li> <li>• Parents, legal guardians and caregivers shall do periodic supervision of children’s Internet browser history to monitor how they conduct themselves online.</li> <li>• Parents, legal guardians and caregivers shall restrict the time spent by children online as they could get addicted to the Internet.</li> <li>• Parents, legal guardians and caregivers shall not allow children to create online profiles or pages on social networking sites.</li> <li>• Parents, legal guardians and caregivers shall understand that social networking sites such as MySpace and Facebook have set a minimum age requirement of 13 years and exercise caution when children are accessing YouTube.</li> <li>• Parents, legal guardians and caregivers shall strictly guide and advise their children to abstain from posting pictures or videos online without parental supervision and advice</li> <li>• Parents, legal guardians and caregivers shall set ground rules for the use of Internet and sites which can or cannot be visited and get adolescents to agree to such rules.</li> </ul>

**Middle and Late Adolescents (14 years to 18 years)**

Risks, threats and trends	Prevention Measures
<ul style="list-style-type: none"> <li>• <b>Adolescents become more selective and discriminatory about the way they use the Internet media.</b></li> <li>• <b>Adolescents become vulnerable to receiving unwarranted sexual remarks and invitations online.</b></li> <li>• <b>Adolescents encounter the risk of receiving an unimaginable load of pornographic spam.</b></li> <li>• <b>Adolescents, especially girls, tend to develop an inclination to forge intimate relationships with people they meet online.</b></li> <li>• <b>Adolescents are prone to receive invitations from online friends to meet them in person and they are likely to accept such invitations.</b></li> <li>• <b>Adolescents continue to be vulnerable to exposure to marketers who entice them to share their personal information using various methods such as rewards, contests, surveys, registration forms etc.</b></li> <li>• <b>Adolescents may get bullied by others online or they may be bullying others.</b></li> <li>• <b>Adolescents may attempt to experiment with online gaming sometimes using stolen credit cards of their parents, legal guardians and caregivers.</b></li> </ul>	<ul style="list-style-type: none"> <li>• Parents, legal guardians and caregivers shall engage in age -appropriate supervision of their children when they are online and in addition to parental supervision install filtering and monitoring tools for all internet-enabled computers, mobile devices such as cell phones, gaming devices, iPods and PDAs.</li> <li>• Parents, legal guardians and caregivers shall ensure that Internet-enabled computers are placed in an area that can be supervised and monitored by parents.</li> <li>• Parents, legal guardians and caregivers shall develop close rapport with their children to acquaint themselves with their children’s online friends and activities.</li> <li>• Parents, legal guardians and caregivers shall ensure that teenagers do not communicate with strangers using instant messaging by regularly monitoring the contact list of the children.</li> <li>• Parents, legal guardians and caregivers shall take all precautions to prevent teenagers from meeting their online friends in person without their knowledge.</li> <li>• Parents, legal guardians and caregivers shall educate teenagers on how to protect personal information concerning them by not sharing devices, passwords of digital devices, email and social media profiles with anyone including most trusted friends.</li> <li>• Parents, legal guardians and caregivers shall advise teenagers on how to guard themselves against spam emails by not opening attachments of such emails and not sharing their personal email addresses with strangers or by responding to junk mail from unknown persons.</li> </ul>



**Commitment 5: Acquiring knowledge about vulnerabilities of children with disabilities**

- Case Managers and Case Workers shall understand that children with disabilities may be at higher risk of various forms of abuse and neglect than children without disabilities.
- Case Managers and Case Workers shall recognize that children with disabilities have the same right as any other child for protection from all forms of violence.
- Case Managers and Case Workers shall learn and acquire sufficient knowledge to help parents/legal guardians and caregivers to identify children with disabilities because unlike physical disabilities intellectual and developmental impairments may not be so easily detected.
- Case Managers and Case Workers shall acknowledge that children with intellectual disabilities may be exposed to various forms of abuse as long as their intellectual impairment has not been identified and special care is not taken to protect them.
- Service providers shall understand that children with disabilities are vulnerable to various forms of abuse as they tend to depend more on caregivers to fulfil their special needs such as personal care, mobility, medical treatment, communication support or behavioural support arising from their cognitive and physical impairments.
- Case Managers and Case Workers shall understand that children with disabilities are unable to fully comprehend personal safety issues concerning them and may not be able to disclose or articulate abusive experiences.
- Case Managers and Case Workers shall recognize that children with disabilities have limited capacity to protect themselves from abuse by avoiding or running away from high risk situations because of their cognitive or physical limitations.
- Case Managers and Case Workers shall provide appropriate advice and direct parents, legal guardians and caregivers to take children suspected of disabilities for health screening and assessment.

## **Commitment 6: Learning the definition of types of disabilities**

- Case Managers and Case Workers shall learn the technical definitions of different types of disabilities to improve their ability to fully comprehend the vulnerabilities of children with disabilities to various forms of abuse and neglect.

<b>Deaf-blindness:</b>	means simultaneous hearing and visual impairment
<b>Deafness:</b>	Hearing loss may be mild, moderate, severe, or profound. It can affect one or both ears.
<b>Hearing impairment:</b>	means impairment in hearing, whether permanent or fluctuating.
<b>Speech or language impairment:</b>	means a communication disorder such as stuttering, impaired articulation, language impairment or voice impairment.
<b>Visual impairment including blindness:</b>	means impairment in vision.
<b>Orthopaedic impairment:</b>	means a severe orthopaedic impairment that interferes with the normal functioning of bones, muscles or joints. The term includes impairments caused by congenital anomaly (e.g. clubfoot etc.), impairments caused by disease (e.g. poliomyelitis, bone tuberculosis etc.)
<b>Intellectual disability:</b>	means significantly sub average general intellectual functioning existing concurrently with deficits in adaptive behaviour.
<b>Developmental delay:</b>	means a delay in one or more of the following: physical development; cognitive development; communication; social or emotional development; or behavioural development.
<b>Autism:</b>	means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before the age of 3 years that adversely affects a child's educational performance. Other characteristics often associated with autism are engaging in repetitive activities and stereotyped movements, resistance to environmental change or change of daily routines, and unusual responses to sensory experiences.
<b>Attention-Deficit/Hyperactivity Disorder:</b>	Children with ADHD may be hyperactive and unable to control their impulses.

### There are three different types of ADHD:

- **Predominantly inattentive presentation:** The child finds it difficult to organize or finish a task, to pay attention to details, or to follow instructions or conversations. The child gets easily distracted or forgets details of daily routines.
- **Predominantly hyperactive-impulsive presentation:** The child talks a lot. It may be hard for the child to sit still for long (e.g. for a meal or while doing homework). Smaller children may run, jump or climb constantly. The child feels restless and has trouble with impulsivity and may interrupt others a lot, grab things from people or speak at inappropriate times. It is hard for the child to wait for their turn or listen to directions.
- **Combined presentation:** Presentation of symptoms of the above two types equally in the person.
- Children experiencing abuse related trauma, and children with ADHD show more or less similar symptoms and as a result trauma symptoms are mistaken for symptoms of ADHD. Therefore, it is important that parents, legal guardians, case managers and case workers clearly distinguish the symptoms of ADHD and those of child abuse trauma and treat children appropriately and more effectively.

## **Commitment 7: Signs for identifying a child exposed to violence**

- Case Managers and Case Workers shall identify children exposed to violence by observing the following signs:

### **Children of 5 years and below**

- Fear of being separated
- Excessive clinging
- Crying, whimpering, screaming, trembling
- Immobility and/or aimless motion
- Confusion, poor concentration
- Irritability, outbursts and tantrums
- Exaggerated startle response
- Physical complaints
- Frightened facial expressions
- Regressive behaviours thumb- sucking
- Nightmares
- Changes in eating or sleeping
- Withdrawal or isolation
- Suppression of emotions
- Repetitious play
- Fears about safety
- Magical ideas related to the event

### **Children between 6 and 11 years**

- Extreme withdrawal
- Disruptive behaviour
- Inability to pay attention
- Thumb sucking, clinging to parents
- Nightmares and sleep problems
- Irrational fears
- Irritability
- Refusal to attend school
- Outbursts of anger
- Stomach aches or bodily symptoms – no medical basis
- Decline in school performance
- Anxiety, feeling of guilt, emotional numbing
- Talk about incident obsessively, recounting story over and over again

## Children between 12 and 18 years

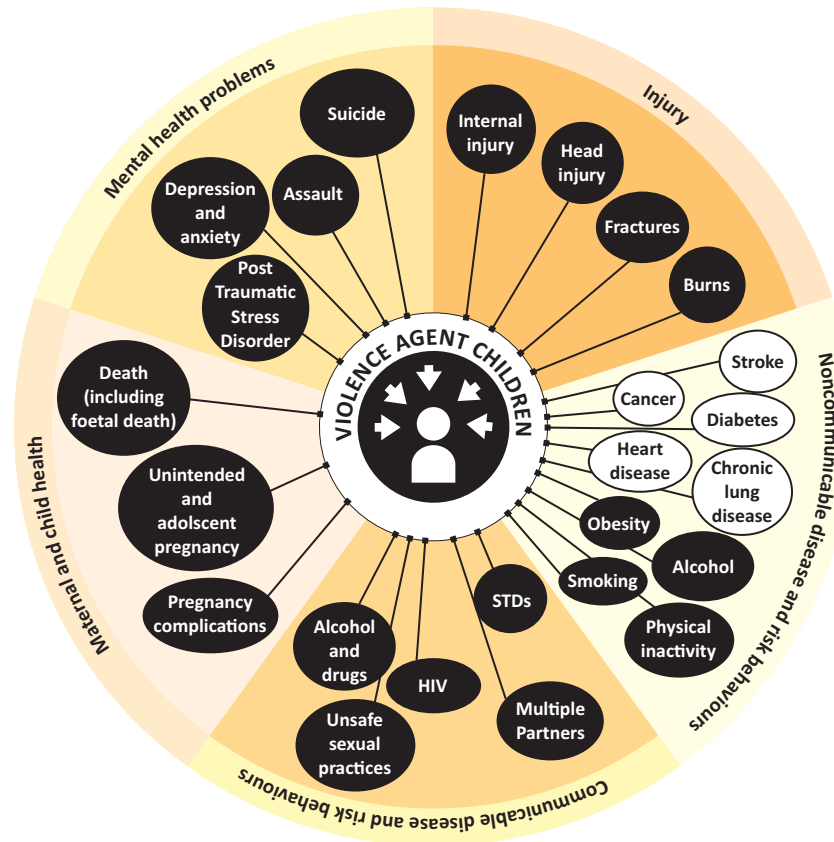
- Flashbacks
- Nightmares
- Depression
- Increased risk taking behaviour
- Emotional Numbing
- Withdrawal and isolation
- Avoidance of any reminders about the incident
- Confusion
- Irritability
- Changes in eating or sleeping
- Anger or rage or talk of retaliation
- Suicidal tendencies – focus on death
- Substance abuse
- Problems with peers
- Antisocial behaviour
- Nervous behaviour
- School avoidance – academic decline, poor concentration
- Worry over safety of loved ones
- Loss of interest in favourite activities

## Warning signs: When to seek professional help

- Any substance use or abuse
- Extended periods of depression
- Ongoing loss of interest in daily activities
- Acting much younger for extended periods
- Excessive imitating of the dead/loss person
- Statements about or acts of self harm
- Ongoing wish to join the dead person
- Withdrawal from friends
- Sharp drop in school performance
- Refusal to attend school or major events
- Dramatic change in eating and/or sleeping
- Violent or threatening behaviour

**Commitment 8: Acquiring knowledge on potential health consequences of violence against children**

- Case Managers and case workers shall learn about the potential health consequences of violence against children identified by the World Health Organization.



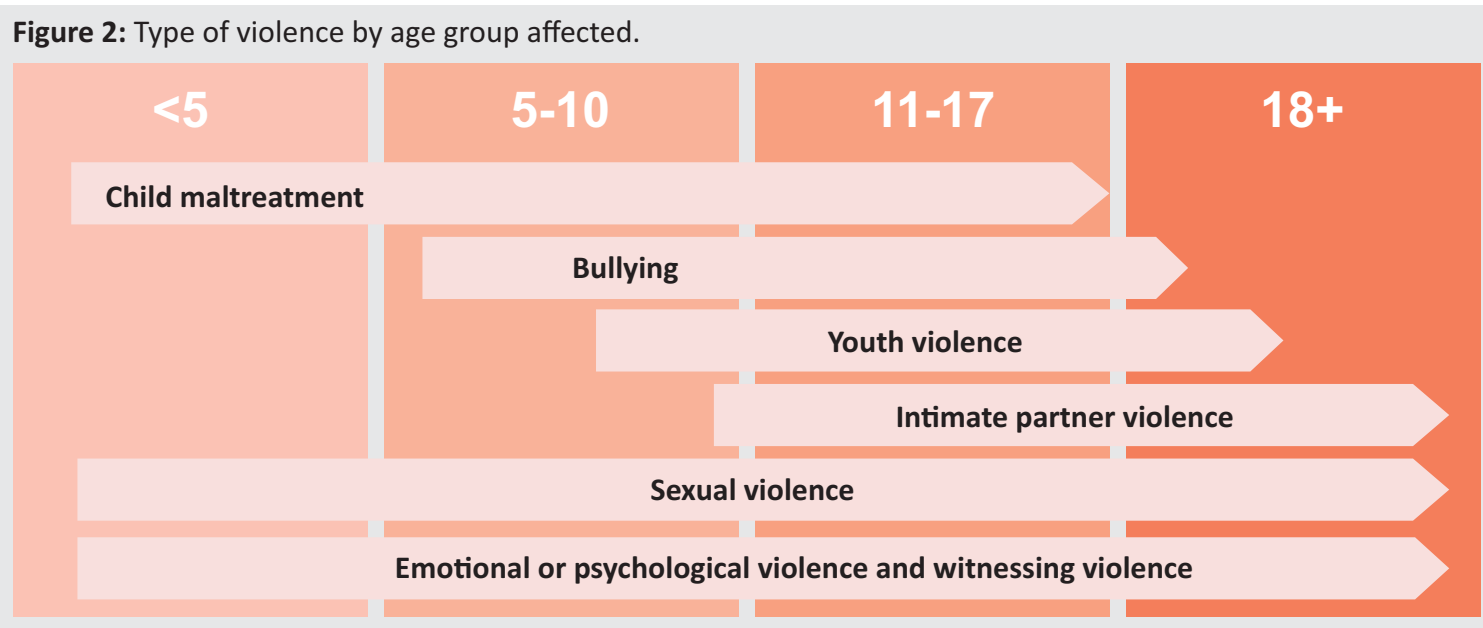
Source: INSPIRE  
World Health Organization

Direct effect	●
Indirect effect due to adoption of high-risk behaviours	○

- Case Managers and case workers shall understand that the ramifications of violence against children extend from childhood to adulthood of the victimised child.

**Commitment 9: Recognising types of violence by age group**

- Case Managers and case workers shall realise that different types of violence affect children belonging to different age groups.



Source: INSPIRE  
World Health Organization

### **Commitment 10: What is case management?**

- Case Managers shall understand that case management is a structured approach to child protection issues and a method of preventing further harm to the child who is at risk of becoming a victim of abuse, exploitation or neglect.
- Case Managers shall understand that case management is a professional service and the partnership between a client and their Case Manager is aimed at producing positive and lasting change.
- Case Managers shall understand the important role they play in representing the best interests of the child in all decisions taken on behalf of the child, accurately communicating the child's views and opinions, ensuring the confidentiality of the information shared by the child, and abstaining from sharing such information if the child does not wish to do so unless non-disclosure of information will cause potential harm to the child or any other person.
- Case Managers shall recognise that case management in the context of child protection is a process aimed at identifying appropriate service providers and interventions across the range of psychological, social, health, legal and other service domains that will focus on increasing positive outcomes for children and families.
- Case Managers shall comprehend that case management is a process of assisting an individual child and his/her family through direct support and referral services to other needed services, and include the activities that Case Manager and/or other child protection staff members carry out when working with children and families to address their protection concerns.
- Case Managers shall learn that case management procedures encompasses planning, implementation, monitoring and evaluation of services offered to address one case (e.g. a child, or a group such as siblings or the whole family) at least until the situation is considerably improved or the problem is solved.



## **Commitment 11: Importance of case management**

- Case Managers shall understand that case management is important to identify specific and specialised interventions from a diverse range of direct and indirect support services and ensure that all officers engaged in the process are held responsible and accountable for their actions and omissions.
- Case Managers shall recognise the importance of the case management approach that engages children and families to address at an in-depth level the complex socio, economic, cultural and structural issues that adversely impact them and provide them with a platform to forge long-term interventions to respond to the issues.
- Case Managers shall appreciate that case management could shed valuable insights into identifying direct and indirect services and create a constructive platform for everyone to make their interventions in a coherent, uniform and cost-effective manner and avoid duplication and repetition.
- Case Managers shall understand that when case management is embedded in a functional child protection system it can contribute to forging strong links between policy and practice.
- Case Managers shall be committed to understand that case management promotes systematic, accountable and coordinated responses, enabling all stakeholders such as children, families, communities, child care institutions, UN agencies, INGOs, NGOs and the government to find immediate and long-term solutions to the needs of individual children.

### **Who is a case manager?**

- A Case Manager is the primary focal point who engages with the child and the family and conduct the assessment, identify vulnerabilities and responses at the initial stage, represent the child and his/her opinion at all discussions and decisions and ensure regular monitoring and follow up with the family and the service providers.

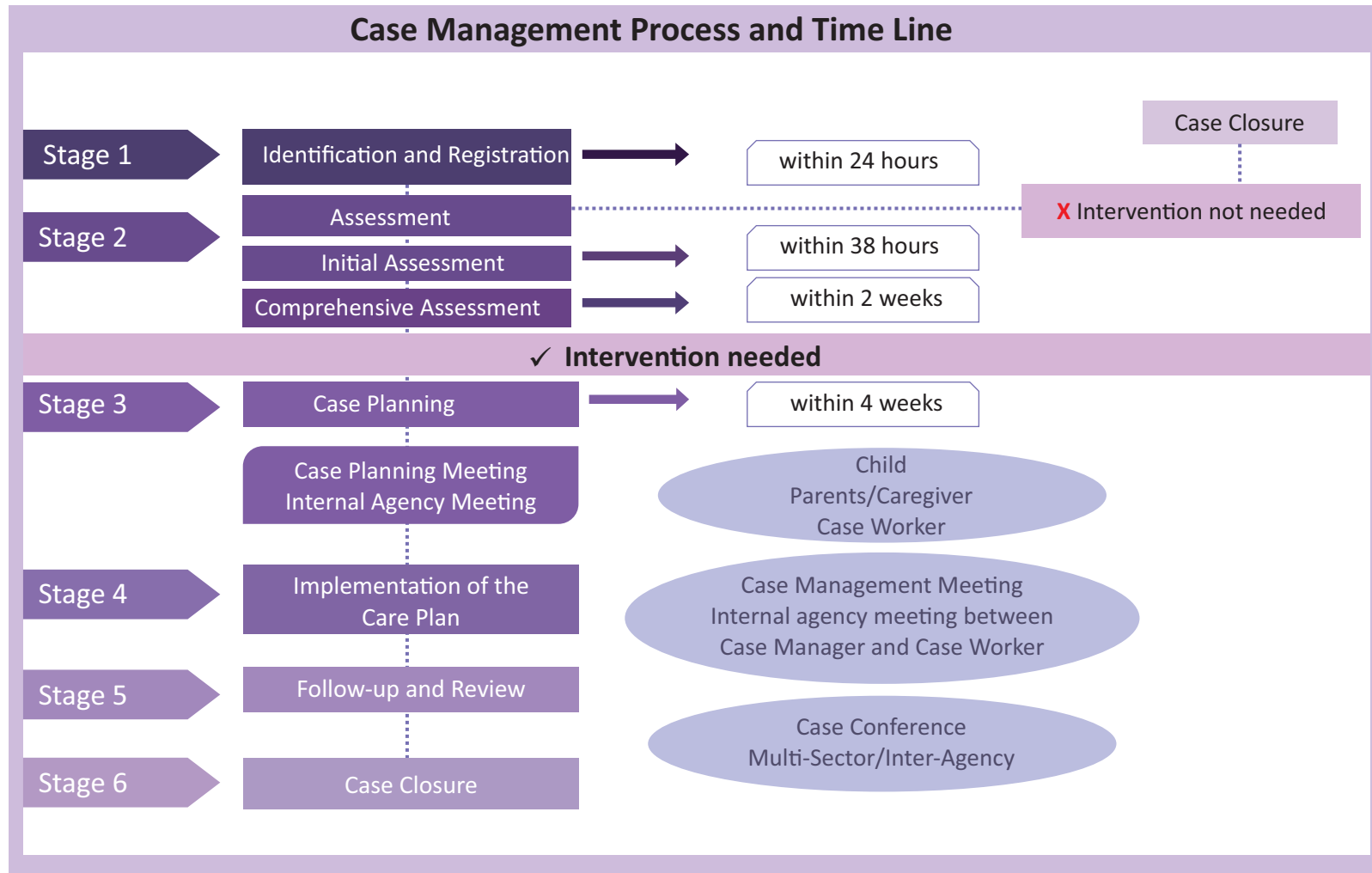
- A Case Manager shall be defined as the relevant officer who is vested with the overall responsibility of coordinating the interventions of all service providers and ensuring that the entire case is managed in accordance with established principles and processes and in conformity with the principle of the best interests of the child.
- The National Department of Probation and Child Care Services, the Provincial Department of Probation and Child Care Services and the National Child Protection Authority shall designate the officers affiliated to their institutions who will be vested with the power of discharging the responsibilities of a Case Manager.
- Case Manager may be drawn from among Child Rights Promotion Officers of the National Department of Probation and Child Care Services, Probation Officers of the Provincial Departments of Probation and Child Care Services, Child Protection Officers or Psychosocial Officers of the National Child Protection Authority.

#### **Who is a case worker?**

- Children vulnerable to abuse, exploitation and neglect may be identified by officers attached to the National Department of Probation and Child Care Services, Provincial Departments of Probation and Child Care Services, the National Child Protection Authority, Police Department, Department of Social Services, Labour Department, Foreign Employment Bureau and the National and Provincial Ministries of Women's Affairs.
- The officer who identifies a child vulnerable to abuse, exploitation and neglect shall become a Case Worker and may also become a Case Manager ONLY if he/she is attached to the National Department of Probation and Child Care Services, Provincial Departments of Probation and Child Care Services and the National Child Protection Authority.
- A Case Worker shall be defined as an officer who delivers subject-specific services and assistance in the implementation of specific actions identified in the care plan and provides assistance to the Case Manager.
- There shall be more than one case worker assigned to a particular case responsible for various aspects of the care plan that require specific services such as protection, health and nutrition, education, housing and livelihood support, social services, etc.
- All subject-specific case workers shall be engaged in the case management process from the beginning to the closure stage and shall attend all case management meetings and conferences.

**Commitment 12: Case management process**

- Case Managers shall comprehend the core steps in the case management process and the time lines as shown in the diagram below.



### Commitment 13: Honouring core principles

- Case Managers and Case Workers shall honour the principles of case management from the commencement to the conclusion of the case management process:

<b>Child Rights &amp; Freedoms</b>	<i>Service providers shall conscientiously and meaningfully base all actions and interventions upholding child rights and freedoms.</i>
<b>Legality</b>	<i>Service providers shall meticulously acquire a sound knowledge of the laws governing violence against children and strictly adhere to all Sri Lankan legal, regulatory and statutory obligations in exercising their authority, powers and functions.</i>
<b>Child-Friendly</b>	<i>Service providers shall deliver services in ways that are appropriate and accessible for children and understood by children of different ages.</i>
<b>Child-centred</b>	<i>Service providers shall ensure that services are delivered and decisions are with paramount consideration to children's needs and their best interests.</i>
<b>Dignity and Self Esteem</b>	<i>Service providers shall honour the dignity and self esteem of the child and the family.</i>
<b>Do no harm</b>	<i>Service provider shall ensure that actions and interventions aimed at supporting the child and the family do not expose them to further harm.</i>
<b>Best Interests</b>	<i>Service providers shall at all times act in the best interests of the child.</i>
<b>Equality</b>	<i>Service providers shall uphold equality and non discrimination in the case management process.</i>
<b>Empowerment</b>	<i>Service providers shall strive to empower children and their families to contribute positively towards discovering solutions to their problems by tapping into their own resources and skills.</i>
<b>Holism</b>	<i>Service providers shall adopt a holistic approach when engaging in all aspects of the case management process.</i>
<b>Informed Consent</b>	<i>Service provider shall obtain informed consent of children and their families who have the capacity to give consent prior to making interventions and providing services.</i>
<b>Participation</b>	<i>Service providers shall ensure active participation of the child and family by allowing them an opportunity to express their views and opinions and get involve in each and every step of the case management process.</i>
<b>Confidentiality</b>	<i>Service providers shall guarantee confidentiality of information that transpires in the case management process and uphold the right to privacy of the child and the family.</i>
<b>Accountability</b>	<i>Service providers shall exercise their authority, powers and functions diligently, responsibly, prudently and responsively.</i>
<b>Impartiality</b>	<i>Service providers shall maintain impartiality and independence throughout the case management process.</i>
<b>Efficiency</b>	<i>Service providers shall exercise their authority, powers and functions in an efficient, timely and resourceful manner to achieve the best outcomes for the child and his/her family.</i>
<b>Excellence</b>	<i>Service providers shall uphold the highest ethical standards and professional conduct to maximize the impact of services and minimize harmful results to the child and his/her family.</i>
<b>Integrity</b>	<i>Service providers shall be honest and ethical in their conduct when interacting and engaging with children and their families and maintain professional norms at all times and refrain from asking or accepting favours, payments or gifts in exchange for their services or support.</i>

## Commitment 14: Enhancing personal, social, management and technical competencies

- Case Managers and Case Workers shall make a conscious effort to enhance their human resources capacity by using every opportunity to enhance their competencies given below.

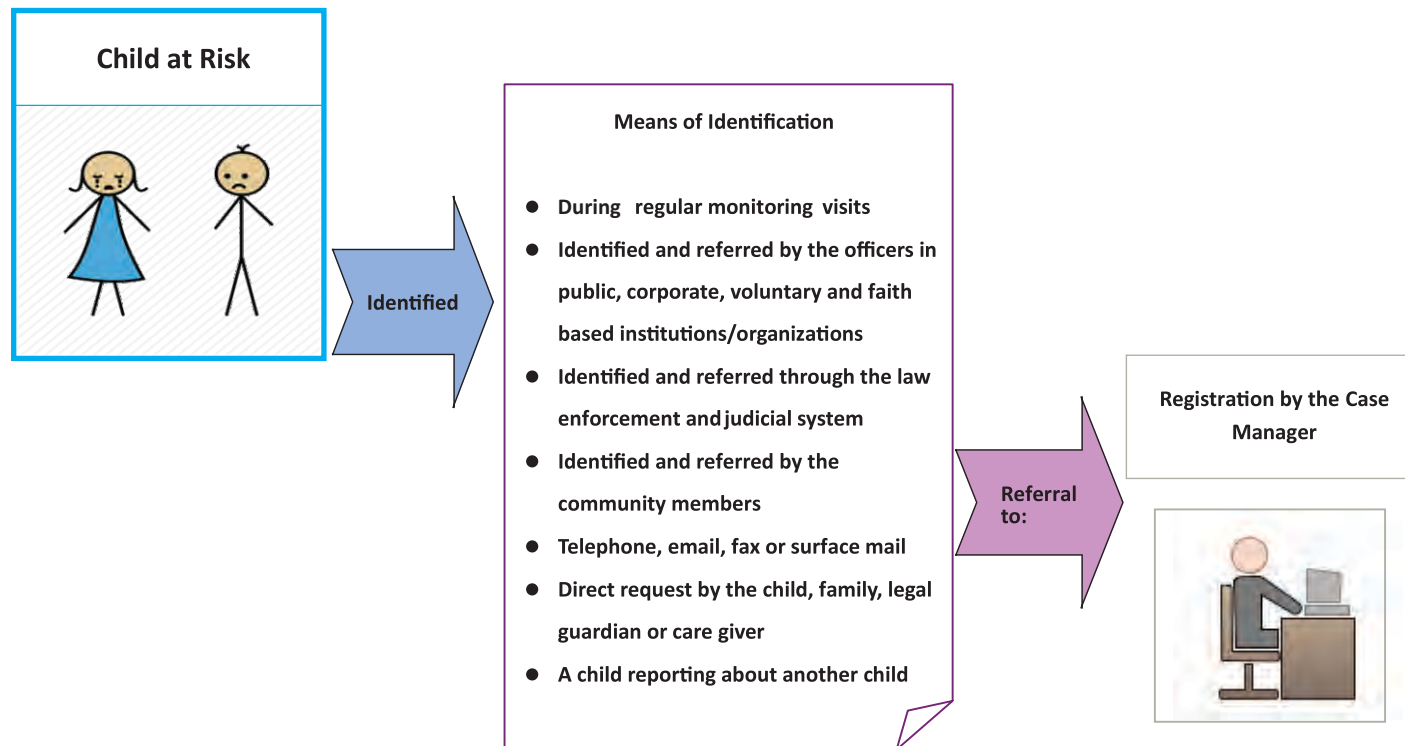
Personal	Social	Management	Technical
<p><b><i>Mindful Awareness</i></b></p> <p>Conscious understanding of one's own thoughts, emotions, feelings and sensations.</p>	<p><b><i>Empathy</i></b></p> <p>Ability to sense others' feelings and emotions.</p>	<p><b><i>Planning</i></b></p> <p>The process of defining and forging goals, strategies and actions to achieve specific outcomes.</p>	<p><b><i>Subject Knowledge</i></b></p> <p>Body of knowledge and information on a given subject and the ability to pursue and analyse oral and written information.</p>
<p><b><i>Self-Care</i></b></p> <p>Adequate attention to one's own physical and psychological wellness including stress management.</p>	<p><b><i>Flexibility</i></b></p> <p>Adaptability to change.</p>	<p><b><i>Organising and Coordinating</i></b></p> <p>Process of identifying and grouping activities and getting all people involved work together.</p>	<p><b><i>IT Knowledge</i></b></p> <p>Set of technological tools, processes and methodologies and associated technical equipment employed to connect, process and present information.</p>
<p><b><i>Critical Thinking</i></b></p> <p>Objective analysis and evaluation of issues.</p>	<p><b><i>Mindful Listening</i></b></p> <p>Being fully present with kindness and compassion without judgement, criticism or interruption.</p>	<p><b><i>Delegating</i></b></p> <p>Entrusting to another officer responsibilities, activities and authority as and when required.</p>	<p><b><i>Language Knowledge</i></b></p> <p>Ability to read, write and speak Sinhala, Tamil and English.</p>
<p><b><i>Creative Thinking</i></b></p> <p>Perceiving problems and situations from a fresh and unstructured perspective.</p>	<p><b><i>Professional Demeanour</i></b></p> <p>Professional behaviour, conduct and appearance towards other people.</p>	<p><b><i>Problem Solving</i></b></p> <p>Process of identifying the nature of the problem and finding solutions.</p>	<p><b><i>Organizational Knowledge</i></b></p> <p>Understanding powers and procedures that facilitate progress, growth and change in an organization.</p>
<p><b><i>Emotional Intelligence</i></b></p> <p>Ability to identify, assess and control one's own emotions.</p>	<p><b><i>Social Intelligence</i></b></p> <p>Ability to effectively navigate complex social relationships and environments.</p>	<p><b><i>Decision Making</i></b></p> <p>Course of action purposely chosen from a set of alternatives to achieve specific objectives or goals.</p>	<p><b><i>Systems Knowledge</i></b></p> <p>Understanding of structures, procedures, processes, routines and methods created to carry out specific activity or function.</p>

## Commitment 15: Identification and registration

- Case Managers shall endeavour to identify children at risk of being vulnerable to neglect, abuse and exploitation according to the following vulnerability criteria:

Vulnerability Criteria	
Category	Description
Children living below the poverty threshold	Children whose families are unable to satisfy their basic human needs.
Children living in unprotected dwellings	Children who are deprived of a house with basic facilities essential for their safety, wellbeing and privacy.
Children of single parent households	A household with children under 18 years of age headed by a parent who is widowed or divorced and not remarried, or by a parent who has never married.
Children of female headed households	A household headed by widows, divorced, separated or unmarried women who are primary caregivers of their children.
Children of child headed households	A household in which a younger child is/children are cared for by an older sibling who takes responsibility for the children and the household.
Child mother	Children of households headed by a child mother.
Children cared for by elderly caregivers	A household in which the primary caregiver of children below the age of 18 is an aging parent, relative or a person with chronic illnesses and/or physical and mental limitations.
Children cared for by a primary care giver with physical, mental and intellectual disabilities	Children below 18 years whose primary caregiver has long-term physical, mental, intellectual or sensory impairment that cause various barriers and hinder their full and effective participation in society on an equal basis with others.
Children with physical, mental and intellectual disabilities	Children with physical, mental and intellectual disabilities who are unable to protect themselves.
Children cared for by a primary caregiver with long-term health issues	A primary caregiver of children below 18 years suffering from chronic illnesses and/or incurable diseases which hinder the physical capacities of caregivers to care for their children.
Children cared for by primary caregivers addicted to alcohol and substance abuse	A household in which children are cared for by a primary caregiver addicted to alcohol and/or substance abuse.
Children living amidst domestic violence	Children living in a household where domestic violence has become a regular occurrence.
Children of migrant workers	Children of migrant parents left behind without adequate and protective care arrangements.
Children of adopted parents	Children given for adoption to a couple with or without following the legal adoption procedure.
Children living with step mothers or step fathers	Children living in a household with a step father or a step mother who is legally married.
Children living with the intimate partner of parents	Children living in a household with mother or father and his or her intimate partner.
Illegally adopted children	Children given for adoption to a couple without following the legal adoption procedure.

- Service providers shall make a conscious effort to identify children at risk of being vulnerable to neglect, abuse and exploitation by the following means:



- Service providers shall ascertain the name, age, gender and location of the child upon receiving a request for intervention.
- Service providers shall satisfy themselves that sufficient information is available to commence the case management process.
- Service providers shall gather information if sufficient information is not provided.
- Service providers shall register the request accurately and without undue delay.
- Service providers shall carry out a preliminary inquiry to decide on the authenticity of the request to determine whether there is a genuine risk or vulnerability of neglect, abuse or exploitation of a child.
- Service providers shall assign a case manager to lead the process if a *prima facie* case is established.

## **Commitment 16: Assessment**

- Case Managers shall understand that assessment is a process of gathering and analysing information to form a professional judgement about the situation of the child.
- Case Managers shall bear in mind that assessment is aimed at ascertaining the immediate risks that the child has encountered and also the strengths, resources and skills of the family.

### **Stages of assessment**

#### **Stage 1 Planning**

Case Managers shall plan on how the assessment should be carried out, what information should be sought and from whom.

#### **Stage 2 Information gathering**

Case Managers shall determine what information will be collected and how.

#### **Stage 3 Verifying information**

Case Managers shall ensure the accuracy and authenticity of information by cross-checking contradictory and incomplete information.

#### **Stage 4 Analysis**

Case Managers shall scrutinize information to understand the child's situation, his/her needs and the risks involved.



## Initial assessment

- Case Managers shall initiate the initial assessment ideally within the first 24 hours upon identifying and registering or even sooner if circumstances demand (e.g. in a life-threatening situation).
- Case Managers shall conclude the initial assessment within less than 38 hours to prevent leaving the child at risk any longer.
- Case Managers shall assess the circumstances that make the child vulnerable and at risk of being neglected, abused and exploited.
- Case Managers shall determine any immediate or potential risks to the child.
- Case Managers shall examine and understand whether the nature of the risk involves:
  - ✓ Neglect, abuse or exploitation
  - ✓ Physical protection issue
  - ✓ Family violence or community violence
  - ✓ Cyber crime
- Case Managers shall assess the level of severity and gravity of the risk to the child.
- Case Managers shall ascertain the background of the person/s responsible for the potential risk or vulnerability and their relationship and closeness to the child.
- Case Managers shall carefully consider the need for immediate physical protection, health and safety of the child and basic needs such as food, shelter and medical care.

Risk Level	Description	Time Line
<p><b>High Risk</b></p>	<p>A child who is subjected to immediate or ongoing sexual abuse who cannot be left in its present circumstances without protective intervention.</p>	<p>Protective intervention should be made immediately.</p>
<p><b>Medium Risk</b></p>	<p>A child who is at risk of being subjected to harm but without any evidence to substantiate an imminent serious injury or death.</p>	<p>Protective intervention should be made within 72 hours.</p>
<p><b>Low Risk</b></p>	<p>Currently, the child's home is a safe place but concerns on potential risks to the child prevail.</p>	<p>Protective intervention should be made within one week.</p>

## Comprehensive Assessment

### Child Safety Assessment

Acting in a child friendly and child sensitive manner and giving due weightage to child's views and opinions Case Manager shall assess the psychological, emotional and physical status of the child including strengths and weaknesses possessed by the child to respond to the situation.

### Community Assessment

Giving due consideration to the socio-cultural norms and practices and the values of the community Case Manager shall obtain a complete understanding of the dynamics of community life of the village/estate/urban setting of which a child resides.



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### Family Assessment

Through individual consultations and home visits Case Managers shall ascertain whether the family is capable of providing a loving, caring, safe and developmentally appropriate home environment to the child;

- Paying special attention to the family dynamics and functions that affect the child in any way
- Economic and financial capacity of the family to care for and support the child

Whilst

- Being vigilant to the risk factors such as domestic violence, alcohol and substance abuse, mental illness and physical disability etc. that impair the parenting capacity

### **Child safety assessment**

- Case Managers shall provide an opportunity to the child to express his/her views, concerns and fears surrounding the risk or vulnerability and the person/s responsible for the situations.
- Case Managers shall assess the psychological, emotional and physical status of the child.
- Case Managers shall act in a child-friendly and child-sensitive manner that would make the child willing to share his/her feelings and information freely.
- Case Managers shall identify the strengths and weaknesses of the child in responding to the situation at hand.
- Case Managers shall assess self-care skills and social skills of the child.
- Case Managers shall assess the following factors:
  - School or day care arrangements
  - Immediate health issues (nutrition, clothing and medical)
  - Legal issues and court matters
- Case Managers shall assess the living conditions of the child through home visits.
- Case Managers shall maintain the highest level of privacy and confidentiality during the assessment.

### **Family assessment**

- Case Managers shall ensure the active participation of the child and the family through individual consultations and home visits.
- Case Managers shall ascertain whether the family has provided a loving, caring and safe environment for the child.
- Case Managers shall find out whether the child lives in a functional or dysfunctional family setting.

- Case Managers shall examine risk factors such as domestic violence, alcohol or substance abuse, mental illness, physical disabilities that impair the capacity of parents, legal guardians and caregivers to provide a safe and protective environment for the child.
- Case Managers shall assess the economic and financial capacity of the family to care for and support the child.
- Case Managers shall ascertain whether the existing housing conditions provide for the physical safety of children.
- Case Managers shall ascertain the number of people dependent on the caregiver's income.
- Case Managers shall gauge the emotional resilience and social skills of the caregivers.
- Case Managers shall find out the level of emotional affinity between the child and the family.
- Case Managers shall assess the family's interaction and social integration with the community.
- Case Managers shall identify persons/institutions and resources that can strengthen the capacity of the family.
- Case Managers shall ascertain whether the family is within the reach of the government service delivery mechanism.

#### **Community assessment**

- Case Managers shall acquire a complete understanding of the dynamics of the community life of the village/ estate/urban setting in which the child resides.
- Case Managers shall take into consideration cultural norms and practices and values of the community that have a direct impact on the safety and wellbeing of the child.
- Case Managers shall ascertain the relationship between the child, family and the community.
- Case Managers shall assess the level of support received by the family from the community.
- Case Managers shall find out the community's response to violence against children.

## **Commitment 17: Participatory case planning**

### **Case planning meeting**

- An internal meeting with the active participation of the child, parents and caregivers and the case manager which is held to develop a case plan for an individual child.

### **Case management meeting**

- This is an internal meeting which is held at regular intervals (once a week) with the participation of all relevant officers and case workers to review the on-going caseload, assess the progress, discuss various types of responses, share lessons learnt, prioritize certain cases and adopt collective decisions regarding complicated cases. All information shall be shared anonymously without revealing the child's true identity and the meeting shall be held in locations that safeguard the confidentiality of the proceedings. Children and families do not participate in these meetings.

### **Case conferences**

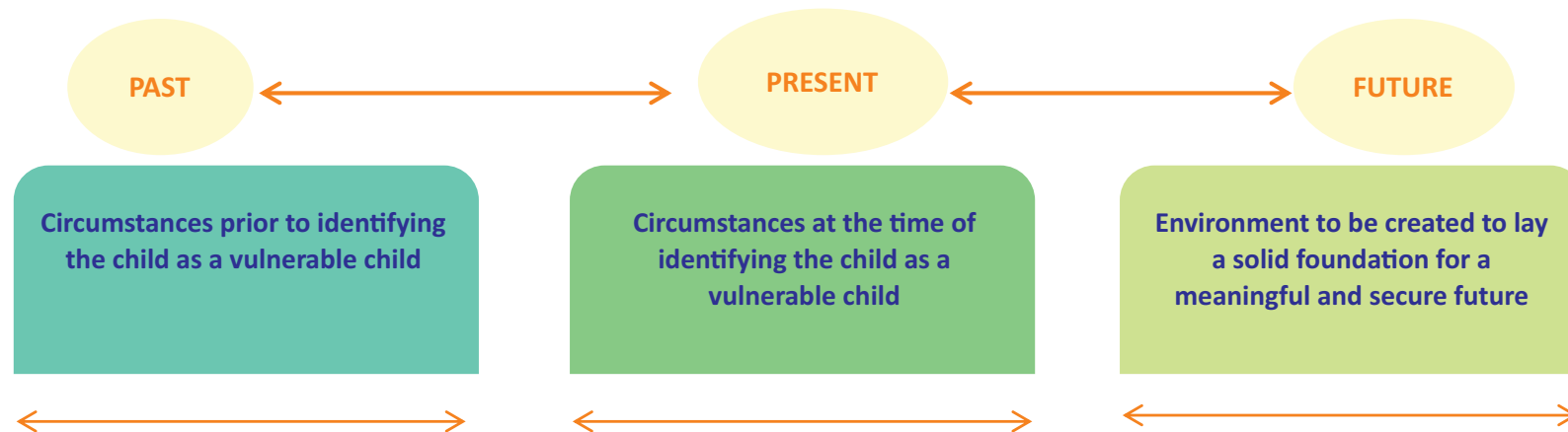
- Case Managers shall recognise that, in very complicated cases, a more formal multi-sector/inter agency case planning or review meeting will be held to explore multi-sector /inter-agency service options to make formal decisions in the best interests of the child.
- Case Managers shall understand the importance of documenting the deliberations of the meeting by way of report/minutes.
- Case Managers shall seek the opinions and inputs of the child and the family before decisions are made.

## **Commitment 18: What is a care plan?**

- Case Managers shall understand that a care plan is a document that responds to the problems, risks and protective factors identified in the assessment.
- Case Managers shall recognise that a care plan needs to be developed within two weeks of completing the assessment.
- Case Managers shall understand that care plans are flexible documents that can be revised at any time if a child's situation or needs change.

## Commitment 19: Development of care plans

- Case Managers shall identify in the care plan based on the assessment and the best interest of the child what measures need to be fulfilled for the immediate, short-term, medium-term and long-term needs of the child.
- Case Managers shall provide the child with a simple written copy of the care plan where possible and appropriate.
- Case Managers shall include in the care plan interventions envisaged to fulfill the emotional, psychological, physical, educational, health and hygienic, housing, and economic needs of the child and the family.
- Case Managers shall specify in the plan specific assistance extended and specific actions taken towards the child and the family.
- Case Managers shall identify sector-specific services in consultation with the relevant sector leaders and agree upon designated support and assistance to be provided to the child and the family within a stipulated time frame.
- Case Managers shall ensure the active engagement of the child and the family in the preparation of care plans.
- Case Managers shall pay special attention to the child's current situation and situation prior to the event and the anticipated future situation in preparing a secure care plan for a vulnerable child.



**Commitment 20: Implementation of care plans**



**Education**

Additional support in studies and material needs to ensure uninterrupted schooling, reintegration of school dropouts into the school system, ample opportunities for children in vulnerable families to join children's/youth clubs etc.

**Protection**

Birth registration, availability of other legal documents, solutions to gender based violence and family disputes

**Child Safety**

Counselling & psychosocial support, parenting skills, necessity of interim care /alternative care, justice for children

**Health Care**

Access to medical services, access to clinical care, knowledge on reproductive health

**Nutritional Needs**

Nutritional support

- Case Managers shall determine actions and tasks in the care plan which need to be implemented by themselves or by their department and implement the same.
- Case Managers shall secure resources to effectively implement the care plan.
- Case Managers shall identify actions and tasks that need to be delivered by other sector specific service providers and make required referrals.



- Case Managers shall obtain the consent of the child and the family for the referral of cases to other agencies unless the best interests of the child demand otherwise.
- Case Managers shall accompany the child/family to the sector specific service provider when making the first visit in order to ensure that the relevant agency clearly understands the case referred.
- Case Managers shall keep track of time lines.
- Case Managers shall advocate on behalf of the child, accessibility to services and resources.
- Case Managers shall collaborate and coordinate with sector specific service providers to ensure efficiency in the delivery process.
- Case Managers shall maintain cordial communication channels with all stakeholders and share information to achieve quality outcomes.

**Commitment 21: Follow-up and review**

**Follow-up**

- Case Managers shall ascertain whether the child and his/her family are receiving appropriate services and support in accordance with the case plan and whether their situation has become stable and is progressing satisfactorily.

Sample checklist for follow-up actions:

- ✓ Child received required medical assistance
- ✓ Child enrolled at school
- ✓ Positive parenting behaviour towards the child
- ✓ Improvement in parent-child relationship
- ✓ Uninterrupted schooling of the child
- ✓ Increased family income through livelihood support
- ✓ Improved coping skills observed in the child and the family
- ✓ Improved quality of life

**Case managers shall ensure that follow-up action is taken based on the following methods:**

- ✓ Person to person meeting with the child and the family
- ✓ Home visits – *ad hoc* or scheduled
- ✓ Phone calls
- ✓ Confirmation from sector-specific service providers
- ✓ Informal community based follow-up, e.g. contacting the child's teacher or community groups

**Review**

- Case Managers shall take stock of changing situations and circumstances to ensure that the original case plan continues to be relevant and respond to the child's and family's needs.
- Case Managers shall review the care plan together with the child/family at strategic intervals to ascertain whether the care plan is progressing towards its set goals and objectives and whether the child/family requires any additional support and services.

**Commitment 22: Monitoring and evaluation**

- Case Managers shall recognise the supervisory function of a care plan through case planning meetings, case management meetings and case conferences.
- Case Managers shall measure the level of results achieved *vis a vis* the care plan.
- Case Managers shall review the strengths, weaknesses, opportunities and threats in the case management process.
- Case Managers shall discern the best practices of the case management process which could be replicated in future care plans.
- Case Managers shall assess the satisfaction of the child and the family regarding the case management process.
- Case Managers shall acknowledge key milestones achieved in the process and the contribution of relevant stakeholders.
- Case Managers shall in consultation with the members of the case management committee determine whether the child and the family requires their assistance and if otherwise deliberate on an exit plan.

### **Commitment 23: Case closure**

- Case Managers shall understand that the case closure is the final step in the case management process.
- Case Managers shall recognise that the case will come to an end when the goals for the child and the family set in the case plan are achieved, the child is protected from harm and his/her wellbeing is ensured and there are no discernible additional concerns exist.
- Case Managers shall take cognizance of the fact that the case will also come to a closure when the child and the family no longer want support and there are no reasons to go against their wishes, particularly when the child attains the age of 18 or in the event of the child's death.
- Case Managers shall ensure that the case is not closed prematurely but with the authorisation of the National Commissioner of Probation and Childcare Services or the Provincial Commissioner of Probation and Childcare Services or the Chairperson of the National Child Protection Authority.
- Case managers shall not close the case immediately after the care plan has been concluded but only after making several monitoring visits to ensure that child's wellbeing is sustained.
- Case managers shall visit the child three months after the closure of the case to ensure that the situation remains stable and intact
- Case managers shall keep all the documentation in a safe place for a specific period of time for future reference and in the event of reopening the case.

## Registration Form

DPCCS-CAM 1

Registration Code:  Case Manager Code:

Registration Date (DD/MM/YY): ..... Location: .....	
<b>Personal Information</b>	
Full Name:	Age:
Race:	Date of Birth: (DD/MM/YY)
Gender Male: <input type="checkbox"/> Female: <input type="checkbox"/>	Place of Birth: <input style="width: 100px;" type="text"/>
Address:	
<b>Contact Details of Child (if applicable)</b>	
Contact Details of Parents/Caregiver	
<b>Family/ Caregivers:</b>	
Living with Family	
Both parents: Yes <input type="checkbox"/> No: <input type="checkbox"/>	Living with relatives
Mother's name:	Head of the household's name:
Father's name:	Relationship to the child:
Step father's name:	Other members in the family:
Step mother's name:	
Living with Adult Caregivers	Other Remarks
Name:	
Contact Details:	
How does the child know the caregiver?	
<b>Means of identification</b>	
<input type="checkbox"/> Regular monitoring visits <input type="checkbox"/> Identified and referred by officers in the public, corporate and voluntary sector institutions <input type="checkbox"/> Identified and referred by community members <input type="checkbox"/> Telephone, email, fax or surface mail <input type="checkbox"/> Direct request by the child, family, legal guardian or the care giver <input type="checkbox"/> A child reporting about another child	
Protection concerns described at point of identification:	
Risk Rating:	Date of Assessment: (DD/MM/YY)
High <input type="checkbox"/> Medium <input type="checkbox"/> Low <input type="checkbox"/>	
Case Manager's name:	Date: (DD/MM/YY)
	Signature: .....

**Sample Initial Assessment Form**

**Registration Code:**  **Case Manager Code:**

**Demographic Information of the Child**

Name:   
 Age:   
 Sex:   
 Race:

Permanent Address:

Is the child attending school?  IF NOT, educational level:

Last grade attended:  No. of Months/years dropped out of school:  M  Y

Other Remarks:

**Current Situation Assessment**

**Child safety Assessment**

The child's current safety status:

Yes, the child is safe  No, the child is not safe

**Current Care Arrangement**

Stays with a related caregiver  Residential Care Centre

with an unrelated caregiver  Other (Please specify)

**Vulnerability Factors (Yes/No)**

Children living below the poverty threshold	
Children living in unprotected dwellings	
Children of single parent households	
Children of female headed households	
Children of child headed households	
Child mother	
Children cared for by elderly caregivers	
Children cared for by a primary caregiver with physical or mental disabilities	
Children cared for by a primary caregiver with long-term health issues	
Children cared for by primary caregivers addicted to alcohol and substance abuse	
Children living amidst domestic violence	
Children of migrant workers	
Children of adopted parents	
Children living with step mothers or step fathers	
Children living with intimate partner of parents	

**Protection Concern/s**

Sexually abused or exploited	<input type="checkbox"/>
Physically or mentally abused	<input type="checkbox"/>
Victim of gender based violence	<input type="checkbox"/>
Victim of trafficking	<input type="checkbox"/>
Disability or serious health issue	<input type="checkbox"/>
Victim of neglect	<input type="checkbox"/>
Victim of cyber crimes	<input type="checkbox"/>

Living with vulnerable person	<input type="checkbox"/>
Mentally distressed	<input type="checkbox"/>
Worst form of child labour	<input type="checkbox"/>
Street child	<input type="checkbox"/>
Child Mother	<input type="checkbox"/>
Child headed household	<input type="checkbox"/>
Other	<input type="checkbox"/>

**Please describe immediate or potential risk factors to the Child**

**Background of the person responsible for potential risk or vulnerability to the child and their relationship and closeness to the child.**

**Child's Physical/Health Assessment**

Physical disability: Yes  No  If yes, please describe

Mental disability: Yes  No  If yes, please describe

Child complaints of physical pain or injury

Yes  No  If yes, please describe

Does child require a health referral? If yes, to whom?

**Conclusions of the Case Manager**

**Risk level from 1-3**

Immediate risk factors

1			
2			
3			

	Low	Medium	High
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Immediate intervention/s needed: Yes  No

If yes, what kind of action?

**Sample Comprehensive Assessment Form**

Registration Code:

Case Manager Code:

**Child's Emotional Assessment**

Description	No	Seldom	At times	Mostly
Feeling frightened	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling helpless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Thinking of committing suicide	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling nervous	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in concentrating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Feeling of guilt, self-pity or self-blame	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting temper tantrums	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in sleeping	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Child's Behavioural Assessment**

Description	No	Seldom	At times	Mostly
Difficulty in attending to personal chores due to emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in interacting with loved ones due to emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in attending school due to emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty concentrating on studies due to emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty moving with peers due to emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in facing friends or relatives emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Difficulty in enjoying play and leisure activities emotional disturbance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**Child's Legal Needs Assessment**

Whether the matter has been referred to the police or Courts? Yes  No

The necessity to inform the law enforcement authorities



## Sample Comprehensive Assessment Form

### Family Assessment

Parent  Caregiver

Name

Age:

Sex:

Race:

Relationship to the Child:

Permanent Address:

Current location:

Employment:

Telephone Number:

### Family characteristics, dynamics and support

Single parent or blended family:

Serious family disputes:

GBV/Partner abuse:

Signs of illegal activities at home:

Family with migrant parents:

Parenting capacity:

Child's integration into family and interaction with parents and siblings:

Housing (Availability of a safe sleeping space):

Adequacy of family income:

Level of support from extended family:

## Sample Comprehensive Assessment Form

### Community Assessment

The relationship between the child, family and the community:

Close  Distant  No relationship

The level of support received by the family from its community:

Good  Normal  No Support

Community's response to violence against children:

Strong condemnation  No condemnation  No response

Is it a community that follows customs and traditions detrimental to children :

Yes  No

If yes please explain

### Views/ wishes of the child on his/her situation

### Views of family members/care givers

### Conclusions of the Case Manager

Immediate action/s taken: Yes  No

If yes, what kind of action?

Short-term, Mid-term or Long-term actions needed:

Sample Care Plan

DPCCS-CAM 4

Registration Code:

Case Manager Code:

Type of Action Agreed	✓	Type of Action Explained	To whom?		Referral made to:	Child Accompanied by:	Mode of Transportation	Remarks
			Child	Parent/caregiver				
<b>Child Safety Needs</b>								
Alternative care referral								
<b>Psycho Social Needs</b>								
Counselling referral								
Relatives/friends to give emotional support								
Counselling referral for caregivers' substance abuse								
Counselling referral for domestic violence of care givers								
<b>Nutritional Needs</b>								
Nutritional referral								
<b>Health care Needs</b>								
Health referral								
Medical Treatment								
Surgical treatment								
Psychiatric Treatment								

### Sample Care Plan

Type of Action Agreed	✓	Type of Action Explained	To whom?		Referral made to:	Child Accompanied by:	Mode of Transportation	Remarks
			Child	Parent/caregiver				
<b>Educational Needs</b>								
Reintegration into school								
Ensure regular attendance of children whose schooling is frequently interrupted								
Providing educational support to catch-up with the studies								
Providing material support								
Referring to non-formal education if the child is weak in studies								
<b>Economic Needs</b>								
Economic referral for livelihood support								
Economic referral for housing needs								
Economic referral for								
<b>Social Welfare Needs</b>								
Social welfare referral to disability support services								
<b>Legal Needs</b>								
Legal referral to law enforcement and courts								

### Sample Case Management Follow Up Form

DPCCS-CAM 5

Registration Code:  Case Manager Code:  Date of Follow up:

Type of Follow up: Scheduled  Unplanned   
 Location of Follow up: Child's Home  Office  Other

Type of Action Taken	Outcome			Status of the Child	Outcome			Status of the Family/Care Giver
	Successful	Satisfactory	Failure	Reasons for Final Outcomes	Successful	Satisfactory	Failure	Reasons for Final Outcomes
Child Safety Needs								
Psycho Social Needs								
Nutritional Needs								
Health Care Needs								
Educational Needs								
Economic Needs								
Social Welfare Needs								
Legal Needs								

Registration Code:  Case Manager Code:

Sample Case Closure Form (Evaluate the situation by circling the correct emoji)

Good  Satisfactory  Poor































**1 Progress of the Child's Emotional and Physical Wellbeing**

Feeling safe <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling loved and cared for <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling trusted <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling happy <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Feeling relaxed <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Loving life <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling attentive <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling hopeful <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Feeling focused <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling of self confidence <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Feeling of self appreciation <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Sleeping well <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Mindful of emotions <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Regularly attending school <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Enjoying play and leisure <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	
Affectionately interacting with loved ones <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Attending to personal chores with self care <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Facing friends and relatives confidently <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	
Knowledgeable and confident in protecting self <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	Blending with peers with ease <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>		
















**2 Progress of the Child's Family Environment**

Improved rapport between parents and the child <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Parents have given up substance abuse <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Greater resilience to family stresses <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>
Interpersonal relationship between parents improved <input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>	<input type="radio"/> <input type="radio"/> <input checked="" type="radio"/>

### 3 Progress of the Child's Family Environment

Family income increased			
Stable livelihood opportunities available			
Progress of the Child's Family Environment			
Greater awareness among parents about children's needs and child development			
Visible functionality of the family			
Family unity and harmony enhanced			
Individual responsibility upheld to ensure zero tolerance to violence			
Family support services readily available and accessible for young, single or non biological parents			
Greater acceptance and recognition by the community			
Parents and caregivers knowledgeable about all forms of violence against children			

### 4 Progress of the Child's Community Environment

Non violent problem solving skills applied by community			
Safety of children becomes community responsibility			
Dignity of women and girl child honoured			
Community equipped with up to date knowledge and knowhow to combat violence			
Unwholesome cultural practices collectively condemned			

**Case Closure Recommended by,**

Case Manager

**Case Manager Code:** .....

**Full Name:** .....

**Date:** .....

**Signature:** .....

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**Case Closure Approved by,**

(Commissioner, National Department of Probation and Childcare Services/Chairperson, National Child Protection Authority/ Commissioner, Provincial Department of Probation and Childcare Services)

**Full Name:** .....

**Date:** .....

**Signature:** .....



**Child Participation Consent Form**

DPCCS-CAM 7

I, Mr/Mrs.....of..... in my capacity as the father/mother/legal guardian of .....(Child’s full name) hereby voluntarily consent to allow .....(name), .....(designation) of the Department of Probation and Childcare Services/the National Child Protection Authority to remove the said .....(Child’s full name) from my custody temporarily for the purpose of allowing the child to participate in a workshop/meeting/discussion/seminar/programme to be conducted at .....(location) on .....(date) with the full understanding that the Department of Probation and Childcare Services/the National Child Protection Authority takes the entire responsibility for the protection, safety and well-being of the child while the child is under the custody of Department of Probation and Childcare Services/the National Child Protection Authority. Mr/Mrs/Miss.....of the Department of Probation and Childcare Services/the National Child Protection Authority undertakes to return the child safely to my custody on conclusion of the workshop/meeting/discussion/seminar/programme.

Signature.....

Signature.....

Full Name:

Full Name:

Mother/Father/ Legal Guardian

On behalf of Commissioner, /Chairperson, National Child Protection Authority/ Commissioner, Provincial Department of Probation and Childcare Services

Address:

Address: